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ABSTRACT

The resource guide provides a selection of approximately 50 teaching units on prevocational concepts and skills for use with educable mentally handicapped children at the primary, intermediate, and secondary levels. Stressed at each level are training for a job, choosing and getting a job, and working on the job. Teaching units are organized into behavioral objectives, activities, annotated resource materials, and evaluation. Fourteen units at the primary level cover topics such as the farmer's work, why people work or don't work, jobs of the family, school as an occupation, and responsibilities of the worker. Among the specific activities of the 12 teaching units at the intermediate level are pantomiming jobs, discussing sources of family income, and reading newspaper ads. A survey of local job opportunities, a study of services and agencies that assist in job finding, and a consideration of employee-employer relationships and wages are among the activities of the 26 teaching units at the secondary level. A bibliography lists approximately 150 books and 330 films or filmstrips, 60 other audiovisual materials, and 40 tests and evaluations. Entries often include an evaluative annotation as well as information regarding title, author, source, and cost. (DB)

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Learning to Earn a Living

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL, STATE SUPERINTENDENT

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Learning to Earn a Living

A RESOURCE GUIDE FOR IMPLEMENTATION OF THE STATE CURRICULUM FOR THE EDUCABLE MENTALLY RETARDED

Teaching Units prepared by

Kenosha Unified School District No. 1
Department of Special Education

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and compiled, edited and printed under the direction of

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September, 1972

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Bulletin No. 2484

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Foreword

This resource guide was developed by the Kenosha Unified School District under the leadership of Donald Ricci, Special Education Director; Roger Andreoli, Teacher Consultant, and eight special education teachers. The Division for Handicapped Children is pleased to share this publication with all teachers and others concerned with the education of handicapped children. The guide represents another example of continuing cooperation between state and local educational agencies on behalf of children with special needs.

The guide is consistent with the Department of Public Instruction's Persisting Life Needs Approach to the educable mentally retarded in the area of Wisconsin education. We sincerely hope that this guide as well as previously published guides will be utilized and modified as appropriate by teachers to meet individual needs of their pupils. Any suggestions you have for the further improvement of these empiric resource guides should be referred to Mr. Victor J. Contrucci, Mentally Handicapped Section Chief in the Division for Handicapped Children.

John W. Melcher

John W. Melcher, Administrator
Division for Handicapped Children

Acknowledgements

This resource guide was developed by special education administrators and a team of teachers from the Kenosha Unified School District No. I in cooperation with the State Educational Agency Title VI-B, Education of the Handicapped Act Project, Implementation of the State EMR Curriculum.

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Introduction

Over the years the Division for Handicapped Children has been fortunate in obtaining the cooperation and contributions of teachers, administrators, supervisors and university staff members in the development of curriculum materials for use by Wisconsin special education teachers. These publications have been the result of a concerted effort to continually improve the quality of instruction for handicapped youngsters.[1-12*]

Two recent publications, concerned with the educable mentally retarded, are the Wisconsin EMR Curriculum[2], developed under the leadership of Dr. Kenneth Blessing, Director of the Bureau for Exceptional Children and an accompanying Teachers Handbook[3] developed as part of the implementation phase of the State Curriculum under the direction of Mr. Victor J. Contrucci, Program Chief, Mentally Handicapped Section, Division for Handicapped Children.

Dr. Blessing states in the introduction of the Curriculum:

> "A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded represents a conceptualization in curricular planning and implementation involving over 250 of the state's special education teachers. It further reflects the combined and integrated efforts of 19 curriculum study committees organized at the local district, county and university levels under the auspices of the Division for Handicapped Children of the Wisconsin State Department of Public Instruction. Over a period of five years these curriculum study groups considered the characteristics and needs of the mild and border-line retarded,their interests and society's requirements, their abilities and their limitations. This study of the educable mentally retarded took place and was developed within the frame of reference of the persisting life situations or needs curriculum model. This curriculum model was perceived as being the most appropriate and flexible approach for the organization of the instructional program and for the incorporation of the concepts of prescriptive individualized teaching. As an educational curriculum document it stipulates the curricular content Wisconsin's special educators believe appropriate for the educable retarded as we enter the seventh decade of the twentieth century. Usage and evaluation of this curriculum will determine its educational relevance, appropriateness and required modifications."

The purposes of the Teachers' Handbook are to familiarize the teacher with the curriculum and to guide the teacher in writing teaching units using the behavioral objective approach. The Handbook has been used in a Title VI-B Elementary and Secondary Education Act project to implement the State Curriculum in Wisconsin schools.[4]

This resource guide represents the third in a series of guides published by the Wisconsin Department of Public Instruction, Division for Handicapped Children, using the format suggested in the Teachers' Handbook.[5,6] Other locally developed curriculum guides using the Persisting Life Situations approach have also been made available during the last two years.[7-12]

The purpose of this resource guide is to provide a selection of teaching units related to Persisting Life Situation No. 7 of the Curriculum, Learning to Earn a Living. It is the intent of the guide to provide suggestions for teaching of skills and attitudes related to career education at appropriate levels. The specific instructional objectives of the units are an attempt to provide a measurable sequencing of these skills and attitudes within the framework of the State Curriculum. While these teaching units are offered as illustrations of approaches being employed, the guide is by no means exhaustive. The teaching units contained in this document should be viewed as prototypes for additional units rather than as complete measures of the curricular needs of the educable mentally retarded. Each unit can be used as a point of departure within the classroom and will perhaps require changes suitable to a particular locale, composition of the class and individual skills of the particular special class teacher. The bibliography of instructional materials related to this persisting life situation should provide additional resources for altering the techniques associated with the objectives of the teaching units. While many of these materials have been evaluated, a sample of an evaluation format is provided at the beginning of the Biblio-

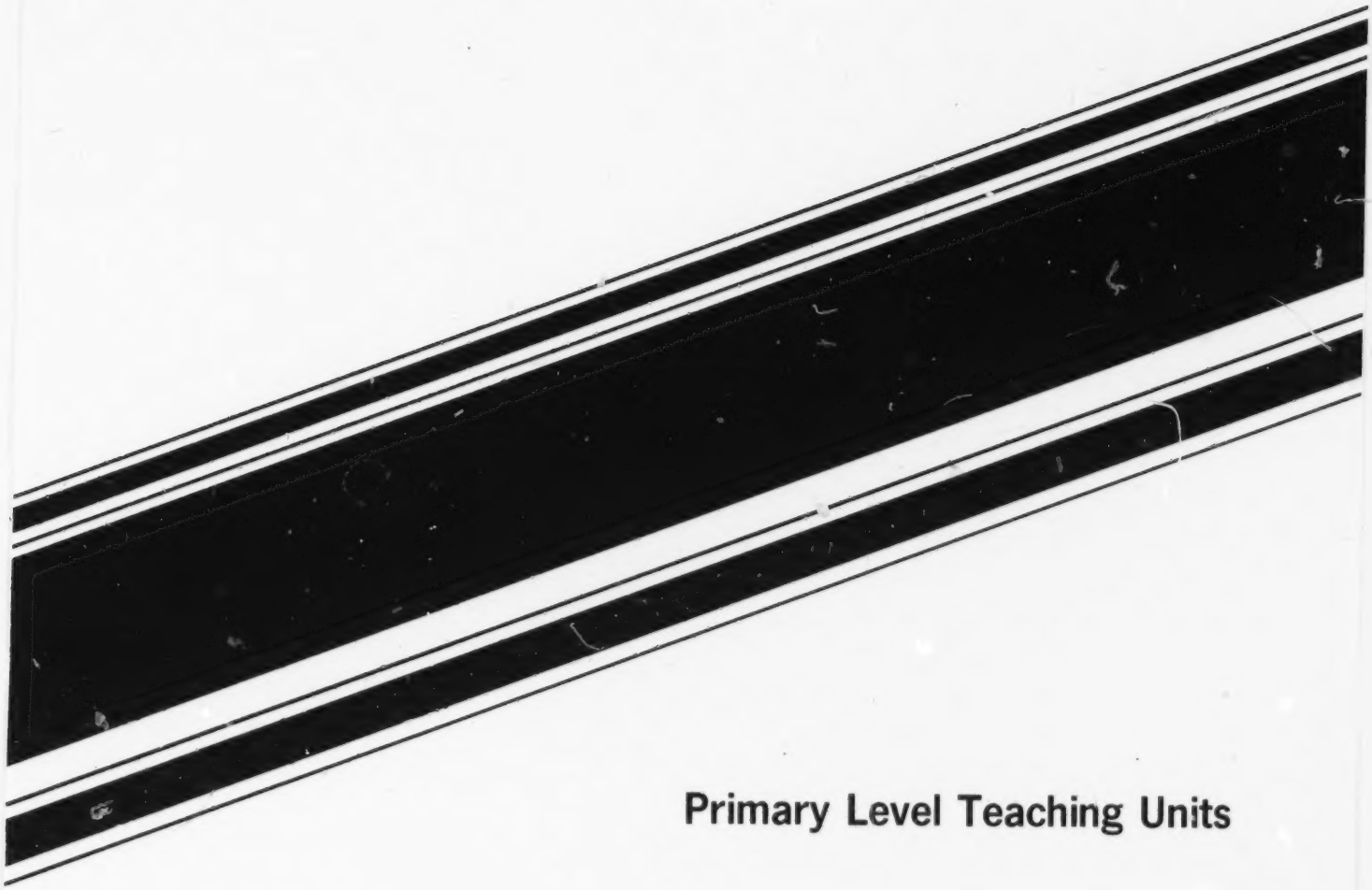
graphy section. If you use any of these materials send your comments to your appropriate SEIMC.** If you teach in an area not covered by an SEIMC send your evaluation to:

Kenneth McMahon
Instructional Media Consultant
Division for Handicapped Children
Department of Public Instruction
126 Langdon Street, Madison 53702

Comments regarding the usefulness of curricular materials are an asset to this project. Your cooperation will be appreciated in filling out the evaluation postcard inside the front cover after you have read through and used resource guide. The development and distribution of additional resource materials will depend on your evaluation of these existing publications. Please send your comments to:

Thomas Stockton, Consultant
MR Curriculum Projects
Department of Public Instruction
Division for Handicapped Children
126 Langdon Street
Madison WI 53702

*Appendix A
**Appendix B



Primary Level Teaching Units

A. Begins to learn about training for a job

1. Work in the area
   a. What is work 3
   b. The farmer's work - This is a sample of the in-depth coverage of an occupation which may be appropriate at this level 5
2. One's own abilities and limitations
   a. Why people work or don't work 8
   b. Pre-vocational competencies
      (1) Attitudes and self-awareness 10
      (2) Skills 13

B. Begins to learn about choosing and getting a job

1. School as an occupation
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PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: A. Begins to learn about training for a job

AIM: 1. Work in the area

CENTER OF INTEREST UNIT: a. What is work?

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a list of occupations, student can describe the community need each fulfills.	Class compiles a list of occupations they have observed on TV, in school or in community. Teacher reads books and/or students view and discuss films on occupations needed by the community. Each student completes a matching exercise of workers and the need they fill, e.g. doctor — fixes daddy's car mechanic — raises cows for milk farmer — helps me when I'm sick etc. — etc. Each student records new vocabulary words and practices using them in discussions. Class tries to imagine what families would do without these occupations. Teacher shows pictures of occupations and students take turns identifying and describing need met. Students complete job need statements such as We need butchers (firemen, principals, janitors) because . Students list activities they or their parents do and relate them to occupations, e.g. parents drive student to store in car; bus driver drives people to store in bus.	See book and film bibliographies.	
2. Given a list of personal needs, student can name the occupation which supplies it.	Students list their personal needs and teacher adds other needs of adults. Class works together to match these needs with occupations.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Each student interviews his parents about all workers who come to their house to meet a need through work.	*Helpers who come to our house* Coronet Films.	
	Students practice new vocabulary and illustrate new occupations with drawings or magazine pictures on a bulletin board.		
	After taking a field trip in or out of school, students list all jobs they observed.		
	Students pantomime jobs and the social needs they meet.		
	On a large diagram of school building, hospital or town map showing stores, student labels needs and occupations.		
3. Given a series of paired photos student can point out those that illustrate adults working to earn money and those that illustrate adult recreation.	Students make drawings or cut out pictures showing a particular kind of activity as a means of earning a living and as a means of recreation, e.g. fishing can be commercial or sport; baseball can be professional or little league.		
	Students role play occupations and others guess an occupation and recreation activity related to it.		
4. Given pictures of occupations, student can group jobs (1) by indoor-outdoor, (2) for adults only, children only or for everyone, (3) in city-country, (4) to help people or to make things.	Using previously compiled job lists, class categorizes each in the four sets of categories: indoor-outdoor; adults only, children only or for everyone; in city-country; to help people or make things.		
	Each student chooses the categories of jobs he would like and pantomimes jobs within that category for others to guess.		
	Students complete matching exercises using the categories and titles of jobs.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: A. Begins to learn about training for a job

AIM: 1. Work in the area

CENTER OF INTEREST UNIT: b. The farmer's work

SUBUNIT: This is a sample of the in-depth coverage of an occupation which may be appropriate at this level.

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can describe verbally the types of work that the farmer and his wife do.	Class views and discusses films related to activities on the farm.	See film bibliography, esp. Encyclopedia Britanica Films.	
	Students cut out pictures of farm activities and discuss them with class. They attach labels to pictured objects and activities.		
	Each student practices vocabulary and copies it in notebook.		
	Class listens to records and sings songs related to farm activities. They identify all sounds and point to related pictures.	See other materials bibliography.	
	Class takes field trip to a farm with individual assignments to observe jobs. On return class writes thank you notes to farmer visited.		
	Teacher reads poems and stories about farm work to class.	Lenski, Lois **The little farm.** Beaty, J.Y. **The farm in pictures.** Stevenson, Robert Louis *Farewell to farm.* Newlin, Edith *Work horses.*	
	Students draw murals showing farmer's work.		
	Each student pantomimes a farm job and others identify, perhaps while singing a version of *Here we go round the mulberry bush,* i.e. *This is the way we milk the cow, drive the tractor, feed the chickens,* etc.		
	Using pictures and murals, class identifies number work involved in jobs, e.g. counting crops, rows in a field, animals; measuring milk and grain; telling time.		
	Each student makes his own farm scrapbook.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students plant assorted seeds in cut off milk cartons and delegate the many jobs (watering, mulching, fertilizing, weeding, transplanting, harvesting).	Project materials, e.g. milk cartons, seeds, etc.	
2. Given a series of pictures illustrating the types of work done by the farmer and a category for each season, student can place the type of work within the proper category or categories.	Teacher leads discussion of seasons using pictures as a visual stimulus. Class divides the farmer's work under each season. Students view film or read book about seasons on the farm. Each student adds new vocabulary words to notebook and practices using them in discussions. Class makes a bulletin board of the farm during different seasons.	See book and film bibliography.	
3. Given a model farm constructed in class, student can identify by pointing to the farm building, machinery or farm animal verbally announced by the teacher.	Students construct a model farm using pictures as a guide. Groups of students are assigned to construct various buildings, fences, animals, etc. They label their object. Class listens to records of farm animals and machinery and points to them in the farm model. Each student draws a picture of something he saw in a film or on field trip to farm. He shows picture to classmates and tells about it. Students take turns naming all the objects in the farm model or in farm pictures. Teacher gives each student a list of farm objects. He collects these objects from the model in the same order as on the list. Students play vocabulary building games, e.g. find all animals whose names start with "h".	Project materials e.g. balsa wood, clay, pipe cleaners, etc. See other materials bibliography.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Given an assortment of farm products observed in class and pictures of farm animals, student can match the product with the picture of the animal that produced it. (Similarly for plant-derived products.)	Students label pictures of food products derived from animals by store name and source. Each student records and uses vocabulary words. Class views film or has guest speaker about how various dairy products are produced from cow's milk. Using illustrations of leather products, wool, feathers etc. class discusses which animals produce them. Students play vocabulary and matching games to reinforce new words and associations.	See film bibliography.	
5. Student can verbally describe products that the farmer can sell to get money for his work.	Class reviews the types of work that the farmer does, the animals and crops produced on the farm and the products that the farm produces. Teacher briefly explains how the farmer sells his products, how they are processed and eventually sold to the consumer. Students group farmer's work under titles of products he can sell. Class presents a program to invited guests (parents, another class, etc.) showing how the farmer makes a living.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: A. Begins to learn about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: a. Why people work or don't work

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student states a reason for an adult to work outside the home.	Each student interviews adults at home about why they work outside the home. He reports this to class. Class makes a composite list of reasons and discusses them. Students list some material needs which they receive because some adult at home works to earn a living for the family. Student role plays the various attitudes and responsibilities suggested by the list of reasons.		
2. Student names reasons for unemployment.	Teacher leads class discussion of common reasons for a person's being unemployed, e.g. lack of affordable child care, lack of education or specific skill, being laid off, strike, physical disability, inability to do the job, inability to get along with co-workers, lengthy illness, lack of transportation, lack of jobs in a community. Teacher describes current employment situation in locality. Class discusses if everyone must work.		
3. Student lists ways working meets material, social and emotional needs.	Using student interview list, teacher points out the material, social and emotional needs mentioned. Class discusses working for advancement, interest, security, benefits, working conditions, relations with other people, salary, prestige, power, independence.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Using a list of activities, student names two people: one for whom the activity is fun and the other a job: strawberry picking, driving a vehicle, cleaning the chalk board, washing dishes, baking, digging in the dirt. Students interview community or school workers about the material, social and emotional rewards of their work. Each student takes part in a work situation and tries to identify the needs it meets.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: A. Begins to learn about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Pre-vocational competencies

SUBUNIT: (1) Attitudes and self-awareness

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can identify and take care of his belongings and those of other people.	Students practice finding their own belongings by memory and label.		
	Teacher stresses concepts of mine and theirs, of possession and of respecting the property of others, just as you would expect others to respect your property.	See film bibliography esp. Coronet Films and Encyclopedia Britanica Films.	
	Teacher requires that each student take care of his own belongings and know where they are.		
	Class views and discusses films on taking care of one's things.		
	Students role play situations of mishandling another's property and the consequences involved.		
2. Student obeys classroom and school rules regularly.	Class defines rules and regulations		
	Teacher stresses that rules are made to help us as well as to help others. Students provide examples to show this stressing safety.		
	Students discuss the effectiveness of classroom and school rules. They form new rules if necessary to establish trust and respect of authority. Teacher should provide consistent negative and positive responses about following the rules.		
	Class views and discusses film on rules.	See film bibliography.	
	Students give their reactions to following rules.	*Adventures of the lollipop dragon.* ROA's Films.	
		Focus on self-development kit. Science Research Associates.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student practices common courtesies as everyday habits.	Students demonstrate common courtesies. Each student practices taking turns and sharing. Teacher makes a list of who is next to encourage student to become responsible for finding out when his turn is and for recognizing his name. Teacher observes individual behavior and comments on it to student in private. Class lists courtesies which they expect from friends. Students make a bulletin board on common courtesies and how to make friends. Teacher provides opportunities for student to work with each of his peers to encourage friendship development and multiple interactions.		
4. Student expresses pleasure in a job well done by showing it to the teacher, his peers or family or by saying he is pleased.	Teacher encourages each student to evaluate his own work and express a reaction or judgment, e.g. neat-messy, complete-incomplete, mostly right-wrong, etc. Also, if teacher critiques student's work, he allows student to comment on teacher's critique. In show and tell situations, each student shows his object to everyone for comments and himself comments on other's objects. Students role play receiving an award and expressing pleasure at accomplishment and recognition, e.g. televised Emmy Awards.		
5. Student accepts responsibility for completing simple tasks and cleans up area when through.	Class establishes work and clean-up rules for independent work. Each student takes a turn as inspector of classroom clean-up activities. On a class field trip or when seen in a film about a job situation, teacher points out time spent by each worker keeping his work area clean for safety and comfort reasons.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
6. Student can courteously and effectively monitor work activities of other students.	Each student has the opportunity to perform each of the classroom tasks. After all students are used in regularly performing these tasks, each student is assigned a turn at being the class monitor of a class work situation, e.g. stacking dishes, putting away books or toys, watering plants, etc.		
7. Student seeks adult aid in resolving personal or interpersonal problems.	School counselor or teacher leads class discussion of seeking adult help with problems. Class views film or teacher reads stories aloud concerning how to resolve interpersonal conflicts. Students role play common interpersonal problems and suggest methods to resolve them.	See film bibliography.	

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: A. Begins to learn about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Pre-vocational competencies

SUBUNIT: (2) Skills

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can communicate verbally personal data.	Teacher explains importance of being able to relate personal data when asked, e.g. when lost, when identifying oneself, when asking directions. Each student has his parents complete a card with name, age, home address and phone number and names and phone numbers for emergencies. Each student carries this with him at all times. Students practice reading aloud into a tape recorder their personal data. They then listen to themselves to judge the verbal clarity. Pairs of students role play a lost child and a helpful adult.		
2. Student uses speech to make his personal needs known.	Class discusses the need to express verbally one's needs, e.g. to be left alone, to close a window because of a draft etc. Teacher discourages socially unacceptable forms of communication, e.g. shouting, stomping, shoving, pointing. As an experiment, whole class does not speak to communicate but can only point, nod or pantomime what they want. Afterward class discusses the value of verbal expression. Class views and discusses films on controlling one's emotions.	See film bibliography.	
3. Student can verbally name common household and classroom objects, parts of the body and pieces of clothing.	Students play naming games, e.g. This is a ——— or What is this called? Teacher encourages accurate naming of objects.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	When unusual items are introduced, teacher provides a printed label and states name aloud often to reinforce.		
	Students complete worksheets matching titles and objects correctly.		
4. Student participates in group activities, discussions and assembly line type activities.	Teacher encourages individuals to participate with others by providing emotional support, small peer groupings, puppets, fantasy, interesting projects and field trips, etc.		
	Students take turns in show and tell situations, class discussions etc.		
	Class makes a several step project by assembly line techniques. One group does the tasks while another observes how individuals must cooperate and are interdependent. Then the two groups switch roles.		
	Students experiment with doing the job backwards and discover some steps must be sequential to complete project correctly.		
	Teacher reads book to class or shows film about participating in school for enjoyment and better learning.	*Going to school is your job,* Journal Films Inc.	
5. Student can use telephone to make an emergency call.	Class views film or teacher explains the usefulness of a telephone in reaching help in an emergency.		
	Students give examples of what constitutes an emergency and what type of help they would want.		
	Teacher connects examples to specific actions to take.		
	Each student practices number recognition and eye-hand coordination.		
	Teacher demonstrates dialing and use of phone and all students practice.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students role play emergencies in which they would phone for help. On a field trip, teacher points out and demonstrates how to use various types of phones, e.g. pay, princess, touch tone.		
6. Student can correctly relay verbal instructions to a third person.	Students practice audial discrimination with sounds, letters and words. Each student practices repeating exactly the words he hears. Class plays game of passing on a message to others in the class.		
7. Student can correctly follow verbal (or written) sequential step directions.	As a group, class follows verbal or written instructions. Students play Simon says. Teacher uses similarly worded instructions often until students are very familiar with what to do. Students practice following several step instructions in worksheet, class routine and instructional situations.		
8. Student can demonstrate safe use and care of simple tools.	Class activities involve much motor-coordination practice. Teacher demonstrates use of several simple tools. Each student records spelling and uses of tool along with a small drawing in notebook. Students name jobs in which the tools are used. Each student practices lifting, carrying and using the tools. Small groups of students work on projects which require using the tools.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
9. Student can display these basic vocational skills: folding, carrying, stacking, sorting, inserting, lifting, filing, sweeping, washing, brushing.	Teacher devises tasks which require the basic skills listed. Each student is given individual instruction in performing all skills. Over time, each student is given tasks which include the skills until he builds a proficiency with them.		
10. Student can perform basic math skills.	Teacher integrates basic math skills such as counting and telling time with other class activities. Students play games which involve math skills and complete practice worksheets. During class discussions of various jobs, students are asked to identify work activities which involve math skills, e.g. making change, getting to work on time, computing wages and hours, counting rows of each crop, etc.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: B. Begins to learn about choosing and getting a job

AIM: 1. School as an occupation

CENTER OF INTEREST UNIT: a. Education

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names skills he can learn in school.	Teacher leads class discussion on skills they learn in school, e.g. to read and write, follow instructions, be courteous and punctual, etc. In show and tell, each student explains a skill he has learned. Class visits a higher level classroom. The older students discuss with them in what ways the classes differ. Likewise, in a visit to a younger class, students note where they are ahead in their learning. Each student makes an experience chart showing skills he has learned in school.		
2. Student orally gives reasons how going to school can help him choose and get a job.	Class discusses what job requirements they are already learning, e.g. follow instructions, return materials to storage area, conserve not waste materials, practice safety, share responsibilities, specific skills and abilities. Students or teacher points out similarities between going to school and to a job. Using a play clock, teacher has students point out what time school starts and ends, and what time they must leave home to be on time at school. Teacher shows how the same applies to an office or factory worker. Students role play being employees of teacher. *Employer* requires job performance in order to be *paid.* Each student walks through a career getting diploma for grade, junior and senior high school, working parttime, working as an assistant, working alone, getting old and retiring (wear different hats and move around classroom to labeled areas).	*Going to school is your job,* Journal Films Inc.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student describes activities he enjoys doing at school which he cannot do at home.	Class discusses what they like to do at school. They make a bulletin board on this illustrated with their drawings or magazine pictures.		
	In show and tell, each student explains his favorite classroom project or activity.		
	Teacher points out that in school each person has more friends available with whom to talk, play or work.		
4. Student names ways in which going to school can help him to be a better member of his family.	Students make a list of ways in which they can help at school.		
	Each student identifies the type of job at home that is similar to each school job he does.		
	Students list work they would like to learn to do in the home. Teacher consults with parents and arranges to include tasks of this nature in classroom duties.		
	Class views and discusses or teacher reads to them about learning to get along with others.	See film bibliography.	
5. Student is able to finish an assignment.	Teacher points out that a good worker finishes his assignments. Students discuss other reasons to complete their work.		
	Teacher encourages students to seek help if they cannot finish their work.		
	Students complete worksheets or picture games and hand them in when they are finished.		
6. Student is able to work at a given task without supervision for a specified time period.	Teacher establishes certain times of the day when students are to work without supervision on homework or individual projects.		
	Students work on several timed activities or games stressing the amount of time allowed for the activity.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
7. Student can name a skill that he wants to learn to do which he has seen other children doing.	Class discusses what they would like to become and what they would like to learn. Each student keeps a diary of all things others must do for him and of skills he sees other children doing. Teacher uses these lists to suggest readiness and task development activities for student practice.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: B. Begins to learn about choosing and getting a job

AIM: 1. School as an occupation

CENTER OF INTEREST UNIT: b. Personal appearance, personality and character

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Shown a series of pictures of children in different social situations, student can tell ways in which appearance is not proper to the situation.	Students discuss clothes appropriate to certain occasions, e.g. work, parties, visiting relatives. Groups of students prepare bulletin boards entitled *This is what we wear to church (school, parties, play)* illustrated with clothing catalog pictures. Each student constructs a picture of a social situation with cut up magazines which show people incorrectly dressed. He shows this to the rest of the class which points out the inappropriate items.		
2. Student can check his own appearance in mirror and correct his appearance to his ability and the teacher's satisfaction.	Class views and discusses a film on good grooming. Nurse aids teacher in providing students with individual comments on their appearance and possible ways to improve it. Class compiles a list of good grooming pointers. Using pictures of poorly groomed children, each student evaluates the appearance using the checklist. Each student evaluates himself with this list standing in front of a mirror. Teacher makes comments regularly. On field trips, students observe and comment on the appearance of others.		
3. Student can tell reasons why cleanliness is important to himself and those around him.	Class reviews lesson on personal hygiene. Nurse and school dental hygienist are good resource personnel. Students compare the smell of soiled and of clean clothes.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	A group of students give a class demonstration of washing one's hands and face.		
	Students make a bulletin board of cleaning aids.		
	Class views and discusses films on personal cleanliness.	See film bibliography.	
4. Student reports to class any observations he notes regarding courtesy, respectfulness, honesty and other behavior on his own part and on the part of classmates.	Teacher sets aside time each day for "friendliness and courtesy reports." Students are encouraged to make constructive comments on others behavior.	Yashima, Taro **Crow Boy**, Viking Press, 1955. **What do I say?** Simon Whitman and Co. Echblach, E. **Kindness is a lot of things.** C.R. Gibson and Co. Caudill, Rebecca, **Did you carry the flag today, Charlie?** Holt, Rinehart, Winston 1966.	
	Teacher keeps anecdotal records to remind student of his past good behavior.		
	Class discusses tactfulness in giving and receiving constructive criticism.		
	Students discuss acceptable classroom behaviors and role play how to improve unacceptable behaviors by others.	See book bibliography.	
	Teacher reads stories about honesty, respectfulness etc. and class discusses and applies to their situations.		
	Students practice introducing and greeting people and other formal behavior with adults or strangers.	*Focus on self-development kit.* Science Research Associates.	
	Class makes list of courtesy words and phrases. As these words are used in classroom situations, students call attention to times they are used.	*Developing understanding of self and others (DUSO) kit.* American Guidance Services Inc.	
5. Student demonstrates self-awareness by realistically describing his personal interactions, character and personality.	Students use self-development kits to help make themselves more aware of themselves.		
	Each student describes a fantasy person he would like to become. He has this person act in playlets through the use of puppets.		
	In small group discussions each student supplies endings to open-ended statements about self and group discusses and compares replies.		
	Teacher or school counselor has private talk with each student about his personal interactions, character and personality.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: B. Begins to learn about choosing and getting a job

AIM: 2. Jobs of the family

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student states a reason for the head of the household to work outside the home. 2. Student can state the title of father's occupation and can list orally the duties he does on his job.	Class defines the phrase *earning a living.* Students discuss who in the household earns a living for the family. This is generally the father but often is the mother, foster parents, older sibling, other relative. Each student names an item on which he knows his parents spend money for the family. Teacher completes list of basic needs if student cannot identify. Teacher may need to give families advance warning via letter of the contents of this unit. Students list all the occupations they know. Teacher briefly describes each. Each student is assigned to interview the main breadwinner of the family about his job (name of employer, type of job, typical duties). At next class, each student reports the information he has learned. A composite list is assembled. Each student finds a picture or makes a drawing of a person in his father's occupation which he labels with the job title. Teacher reads class stories about fathers at work or class views films. Teacher invites one or more class fathers to speak to class about their occupations. Each student learns to pantomime tasks in his father's occupation. Others guess the job.	See book and film bibliography.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student can state name of father's place of employment.	Teacher arranges a field trip to a class father's place of employment where he takes them on a brief tour. In preparation for trip, teacher tells students how to act and what to expect to see. Afterwards, class discusses their experiences. Each student memorizes some information about his father's job. Teacher locates on a city map and labels the employers of all students' fathers. On field trip teacher points out if they pass any of these places. Each student draws a picture of his father in front of his place of employment.		
4. Given a verbal description of father's occupation, student can identify it as his father's job.	Students examine pictures of the various occupations they have discussed and name them. Each student pantomimes an occupation for the others to guess. Teacher conducts a game of I am thinking of someone who . . . using occupations of each student's father. Students guess. Students practice describing their father's job.		
5. Student can verbalize reasons why some mothers work outside of the home.	Teacher asks how many students' mothers work outside of the home. These students are assigned to interview mothers: why and where. Class discusses reasons for women to work, e.g. earn a living, illness of father, earn extra money, career, service-volunteer work, self-expression, self-realization. Each student draws a picture of his mother working outside of or at home. Students find pictures showing women working in various occupations and make a bulletin board. Class views and discusses films about women at work. Teacher reads class a story about a working woman.	See film bibliography. Brownstone, Cecily. **All kinds of mothers.** New York, N.Y.: David McKay, Inc. 1969.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
6. If applicable, student can identify by name the place of employment of his working mother and some duties involved in her job.	Students with working mothers interview them about their work and report to class. On field trip, class passes and sees these places of employment. Class arranges to visit the working place of a class mother for a tour. Students role play duties of various occupations and others guess.		
7. If applicable, student names any job his siblings may have outside the home and some of the duties involved.	Students with older siblings are asked to interview them about possible jobs. Students describe their siblings' job to class. An older sibling speaks to class about his job and why he works. Students draw pictures of their siblings' working. Students pantomime various jobs for others to guess.		
8. If applicable, student describes any job he may have outside the home.	Students list jobs people their age might be able to do. Students role play these jobs. A group of students make a bulletin board about jobs for young students.		
9. Student lists verbally the specific roles and responsibilities of family members including himself.	Class views film or teacher reads book to class about the usual roles of family members. Each student draws a picture of each family member and surrounds them with pictures showing what their home responsibilities are. Each student makes an experience chart showing what each member of his family does. Students pantomime various family roles. Class discusses if they could handle some of the adult responsibilities.	*They need me.* Educational Reading Service.	

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: B. Begins to learn about choosing and getting a job

AIM: 3. School workers

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names people who can help him perform tasks in and around the school.	Class defines and lists examples of school helpers, e.g. teacher, principal, teacher's aide, nurse, counselor, cafeteria workers, janitor.		
	Class views films about the work of school helpers.	*School cafeteria workers.* Eyegate House.	
	Students volunteer experiences when a school helper helped them. Students recreate these in role playing.		
	School workers demonstrate their jobs for class.		
	Students practice pantomiming these tasks and others guess.		
2. Given a list of school tasks, student indicates those for which he is most suited by interest or ability.	Students role play the various school jobs.		
	Each student expresses a preference among the various jobs.		
	Teacher prepares an interest inventory worksheet to help understand students' interests.		
3. Student describes personal qualities and skills possessed by school helpers which make them helpful.	Each student draws a picture of a school worker he likes.		
	He describes the person to the class and tells why he likes him.		
	Students role play being helpful and unhelpful and class discusses results for students.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student points out how he can help others with a given school task.	Using the list of class duties, each student tells how he has helped someone finish a task. Each student chooses a school job to investigate and asks the school helper what type of help they would like from students. He reports back to class. Students role play a school helper being helped by students.		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 1. Rights of the worker

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student describes conditions under which he likes to play and work.	Teacher reads class book about working or playing in a different setting. Each student decides if he would like to live that way. Students make list of their likes and dislikes about where they spend most of their day. Students draw pictures of themselves doing something they like to do. Class discusses the setting chosen.		
2. Given a task beyond his ability, student asks for assistance.	Teacher runs experiment in varying the environment in which the class works. Class discusses any noticeable changes. Teacher leads class discussion of differing abilities due to age, size, weight, strength, experience. Pairs of students perform tasks which one person alone could not do without great difficulty, e.g. moving a large box. Class views film or teacher reads story about giving and receiving help when needed.	See film bibliography.	
3. Having completed a task, student asks adult if he has done the task correctly.	Teacher encourages students to ask for help in doing and evaluating tasks. Each student follows the routine of showing his completed work to the teacher when he is unsure that it is done correctly.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student explains why some students are rewarded for task completion but others are not.	Teacher encourages students to evaluate their own work. As an experiment, teacher alternates extrinsic rewards and verbal praise with no overt status symbol. Class discusses whether they noticed the difference or felt less rewarded when they were only praised. Students discuss if they must be rewarded all the time or if maintaining a good performance can be sufficiently rewarding. Class distinguishes between situations in which they are expected to do well (social behavior) and those for which they can expect specific praise (new learning situation).		

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 2. Benefits available to the worker

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student describes benefits other than money for working.	Class defines and gives examples of privileges involved in classroom duties. Students make a list of rewards other than money, e.g. enjoyment, companionship, feeling useful or needed, improving abilities and skills, gaining experience. Using list of classroom duties and inspection chart, class discusses if jobs must be rewarded overtly to be done. Students list common adult volunteer jobs and why people do them, e.g. library or school aide nursing home or hospital aide or visitor, Girl or Boy Scout leader. Students discuss the types of rewards which one does not receive immediately, e.g. weekly award for good behavior or learning, bicycle at birthday if good etc. Each student describes the types of rewards he likes to receive best.		
2. Student relates ways in which his present work habits can help him when he has a job.	Students run a class *store* or *restaurant* with each person performing a specific job. Each student evaluates his role and work habits. Students list work habits which good workers have and which they should develop, e.g. punctual, thorough, neat, poised etc. Each student makes an experience chart comparing his present work habits with those listed for adults.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Given a class exercise in dividing work among a group of students, student can describe in what ways he benefits from the work of others.	During class store or restaurant operation, duties are divided among small groups of student. Each student is involved in at least one such cooperative, assembly line division of labor. Each student tells his reactions to working on an assembly line. Students role play an uncooperative member of the team and discuss the results for productivity and team morale. Class views a film about the assembly line process.	See film bibliography.	

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT: a. At home

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names and demonstrates household duties he can perform at home.	Students list household chores and indicate which ones they already do. Students discuss why they can't do the other chores, e.g. physically too small, too heavy, too dangerous. Students take turns demonstrating household chores and explaining each step as they do it. A group of students makes a bulletin board about household chores using magazine pictures. Each student pantomimes a task and others guess.		
2. Student lists duties pertaining to a given room in the home.	Given pictures of messy rooms, each student takes a turn pointing out a chore that must be done. Student completes a worksheet matching chores and cleaning equipment with rooms in the house. Class views and discusses films on household chores. Using a house diagram or doll house, each student tells the chores that must be done in a given room.		
3. Student describes verbally the outcomes if household tasks are not performed in the home.	Teacher shows film about family sharing of responsibilities. Class applies this to their families. Student describes a room that has not been cared for. Given pairs of pictures, each student can point to the messy room and then the cleaned up room and verbally describe the changes seen. Class plays a game of *Family jobs minus one*. Each student chooses a job to play. As each student is removed from the group, those remaining discuss the effect on family members and other chores.	See film and other materials bibliographies.	

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT: a. At school

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names and demonstrates tasks he can do in the classroom.	Students list all possible room duties. Each student checks off the ones he can already do. Student pantomimes chore and others guess. Teacher posts a helpers chart and puts stars next to the names of those who do class chores well. Class runs a school clean-up campaign with posters and litter monitors at recess. Teachers award prize to best school helper. Each student completes worksheets matching classroom chores to cleaning equipment.		
2. Student states reasons for proper care of classroom supplies.	Teacher demonstrates proper care of class supplies, stressing safety and minimizing waste. Students guess how much objects cost and how much their class consumes. Teacher explains costs and amounts in terms relevant to students' experiences. Students learn to recycle some school supplies. On field trips, teacher points out how workers conserve their materials. He explains that employers or those people who pay for materials expect those who use them to avoid waste.		
3. Given a worksheet depicting articles in the classroom and a diagram of the classroom showing furniture, student draws lines connecting each object to its proper placement in the room on the diagram.	Each student points to the items in the room named by the teacher or another student. Students play a riddle game and others guess the name of the object, e.g. I am gray and used to clean the blackboard. What am I?		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Teacher fills a bag with classroom objects. Each student plays the sensory game by feeling the objects in the bag without seeing them and identifying them by name.		
4. Student describes performance of a task in sequential order.	Each student takes a turn describing how to do a task while a second student does the task. Class watches and points out errors and good points. For tasks which are definitely sequential, teacher points out what must be done first to complete task. Teacher purposely performs a task in the wrong order and lets students point this out and correct. Students number in correct order pictures of the various steps of a task. Students practice explaining tasks in sequential order.	Gudy sequence cards.	
5. Student gives examples of the results of not being a good school helper.	Students cut out pictures of litter and careless accidents and make poster. Students keep a diary of all untidiness they see in one day. In class students discuss what to do. Class might decide to run a school clean-up campaign. Students note how many of the classroom chores are related to cleaning up or tidying up the room. Class plays game of *Classroom jobs minus one.* Each student plays the role of a classroom chore or supply. As each is removed from group, class discusses the effect on class members and other activities. Students write slogans to help remind students to be good school helpers. A group of students make a poster showing how accidents may be caused by carelessness.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
6. Student demonstrates each of the following safety rules: how to carry hazardous items, how to move a very heavy object, behavior on stairways and in halls, handling hot liquids or pots and other rules.	Class views and discusses films on safety. Teacher demonstrates each of the safety rules. Teacher devises tasks for students that require them to use good safety practices. Each student is encouraged to tell others if they appear to be doing something unsafe. On field trips, teacher and aides require safety rules be closely followed. Teacher points out how workers they watch are safety conscious. Students who have had accidents tell class how it happened and how long it took to recuperate.	See film bibliography.	

PLS. No. 7 Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 4. Growth in social and personal skills

CENTER OF INTEREST UNIT: a. Acceptance by classmates and adults

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names personality traits that are important in working and playing with others in a group.	Students list qualities they like and dislike in friends and adults. Each student interviews a school helper about what work habits and attitudes are important in their jobs. Class reviews common courtesies and role plays various work situations involving them. After working on a group project, students discuss whom they enjoyed working with the most and why. Students tell their experiences with fair play, taking turns, sharing, fist-fighting, etc. Students role play conflict situations and discuss how to resolve them.		
2. Student demonstrates habits he could develop or improve that would help make his behavior more socially acceptable.	If available, teacher video-tapes class during some activity. Class views tape and comments on each person's behavior. Teacher has conference with misbehaving students to discuss the problem and work towards resolution. Positive social behavior is rewarded and encouraged. Students role play unsociable people and others point out the bad behavior and how to correct it. Teacher reads stories about badly behaving students and class points out the problem and how to solve it.		

PLS. No. Learning to earn a living LEVEL: Primary level

OBJECTIVE: C. Begins to learn about working on the job

AIM: 4. Growth in social and personal skills

CENTER OF INTEREST UNIT: b. Continue interest in activities started and broaden interests

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student independently continues interest in an assigned activity for a minimum time period	Student selects or is assigned a room duty for a week. Teacher observes students attention level throughout. Student begins and completes a long term art project, e.g. clay or paper mache sculpture, gift for parents. Each student keeps a diary about class news each day for a week. At end of week, he puts information together in a booklet on school.		
2. Student comments verbally on growth in his academic work through comparison of an example of his work from earlier in this or the previous year to example of present work.	With teacher, student verbally compares examples of his printing and cursive writing. Student compares his former ability in math with his current work. Each student makes an experience chart comparing his former with his current knowledge and skills.		
3. After field trip, student uses correctly new vocabulary words or terms, indicative of trip experience in verbal description of trip.	Class plans a field trip. Teacher leads class discussion on what to expect to see on the trip. Students make a list of things to note. On trip, teacher or guide points out and names various objects. Class discusses experiences on field trip. Each student tells something he saw or did. Teacher provides vocabulary reinforcement with vocabulary lists, word-object matching sheets, film or filmstrip, related art projects etc.		
4. Given free time, student learns (with teacher's guidance) to play correctly a new game.	Teacher guides student in learning rules and actions of a new game. Student practices new game. Class earns free time to work on individual or group projects.		

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PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: A. Develops ability to train for a job

AIM: I. Work in the area

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given occupational cards, student can identify each by name and briefly describe.	Class views films, uses audio-visual materials or reads stories on various occupations.	See book, film bibliographies and other materials, esp. ROA.	
	Students cut out magazine photographs and label the occupations illustrated. Class uses these in game situations to reinforce vocabulary and descriptions of occupations.	Magazines and mounting paper.	
	Each student pantomimes job and others guess title.	Occupational cards from Peabody Language Development Series.	
	Class practices describing jobs by playing Who am I? game (after describing job, others guess occupation).	See Sextant Systems, Inc. in Other materials bibliography.	
2. Given an end product or result, student can verbally trace back through its evolution naming all intermediate processes and people involved.	Using classroom or familiar objects, class compiles the list of steps in its production and who might be involved in the work, e.g. food, clothing, books.		
	Class views and discusses films or filmstrips about the production of various products.	See film bibliography	
	Students make posters with magazine pictures to show the production of familiar items.	Magazines and mounting paper.	
	Students practice describing the production process by playing What am I? (after describing the origins and intermediate steps, others guess what final product is).		
	Student draws a work pyramid to show variety and interdependence of jobs involved in producing a product.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Given several job titles or pictures illustrating jobs, student can categorize them as (a) service or product and (b) related to ideas, people or things.	Using occupation cards from above exercises, teacher introduces two ways of grouping the jobs, as service or product and as related to ideas, people or things.	**Ideas, people, things,** Wisconsin State Employment Service.	
	Class views and discusses films about goods and services.	See film bibliography, esp. Avid Corp., Arthur Barr Productions Inc., Centron Educational Films	
	Groups of students enact a familiar activity, e.g. shopping in a food or clothing store, getting gasoline for the car, etc. As each person does a job, it is labelled by occupation and as service or product or related to ideas, people or things. For instance, the newspaper advertisement about the clothing sale is written and illustrated by a writer and artist, both idea related jobs. The clothing is a product of various thing related jobs. The sales clerk is a service personnel, a people related job.	See film bibliography.	
	Using magazine pictures, students take turns identifying jobs by name and categorizing them.		
4. Given a job title, student can describe and demonstrate basic tasks and/or related skills.	Class views and discusses films which show the many tasks involved in common jobs.		
	Students pantomime the tasks of a job and others guess job title.		
	Class visits various work situations and watches workers do their jobs, noting the variety of tasks involved.		
	Each student lists these tasks as part of a job description for his own use.		
	Class relates these tasks to skills learned in school or at home.		
	Each student practices orally describing and demonstrating the tasks of a job.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
5. Given a job title, student can list the duties of the worker.	Using previously prepared occupational cards, students practice in small groups naming and describing all the jobs. On a class field trip, each student is assigned a worker to interview about the duties of his job. He reports to class. Students read resource materials about various jobs to complete the list of duties.	See book and other materials bibliographies	
6. Given a job title, student can describe the role of this work in the community.	Class discusses and lists goods and services that their community needs and the occupations that supply them. Each student makes an experience chart of what goods and services he needs on a typical day. He then lists the types of jobs which provide him with what he needs. Class views and bases discussion on films or filmstrips about serving community needs.	See film and other materials bibliographies, esp. Society for Visual Education, Inc.	
7. Given a job title, student can name several businesses in town which employ this position.	Using the occupational cards, students identify those occupations held by their parents and relatives. Class makes a list of companies for which they work. Using the telephone directory, groups of students work together to compile the names of other companies hiring various occupations. Vocational counselor or local employer speaks to class about what sorts of workers various businesses must hire. Teacher helps to point out unusual businesses which hire workers discussed, e.g. zoo, repair store, nursing home. Class becomes familiar with the major industries of the community. Each student practices naming a company and its types of workers.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
8. Given a job title, student can list the training and qualifications for the position.	Vocational counselor explains the basic training and qualifications for most jobs. He provides vocational material on various jobs of interest to the students. Each student adds specific information about qualifications to his job and task descriptions. Students interview parents and acquaintenances with jobs to find out the qualifications for various jobs. Each student selects a job he might be interested in holding and determines what training and qualifications he would have to acquire to be eligible for it.		
9. Given job titles and a list of work related vocabulary, student can match jobs and vocabulary properly.	Class divides into interest groups to investigate jobs in a related field, e.g. food preparation, construction, fire fighting. Each group compiles a list of vocabulary (e.g. tools, tasks, clothing etc.) common to a group of jobs. They explain these terms to the rest of the class. Class plays vocabulary and job description guessing and matching games.		
10. Given a series of job descriptions, student can supply job titles.	Students increase familiarity with jobs discussed by class by interviewing workers in that job, making a poster of their duties and learning to pantomime their tasks. Students practice describing and naming jobs in small groups. Class plays Who am I? by giving job description and others guess job title.		

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: A. Develops ability to train for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: a. Why people work or don't work

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can discuss reasons for working.	Class defines work and lists familiar examples. Students volunteer examples of their work experience and why they did it. Groups of students interview school workers as to why they work and report back to class. Discussion emphasizes working to earn money to pay for necessities of life but also points out social and emotional needs met by working.	**How people earn and use money.** Westchester, Il.: Benefic Press. *Why do people work?* Madison, Wis.: Visual Education Consultant, Inc.	
2. Student can state orally the main sources of earned income and several sources of supplementary family income.	Class discusses and lists on blackboard sources of earned family income. Possible answers are: father's employment; mother's employment; sibling's employment; ADC-Aid to dependent children; or social security. Teacher shows film on family employment. Class discusses and lists on blackboard possible sources of supplementary family incomes. Possible answers are: savings bonds - U.S.; savings interest; bonuses - work, allowances - earned; services in lieu of wages; selling property; rent from other property stocks; roomers; and extra job. Students copy these lists and necessary notes to explain each in their notebooks.	Barr, Jene, **What can money do?** Chicago: Albert Whitman & Co. 1967. Pamphlets from the Federal Government on the several welfare programs and social security. *Fathers work, Mothers work too, They need me, Churchill Films.* Spitze, Hazel Taylor and Patricia H. Rotz, **Where Does the Money Go?** Austin, T.: Steck-Vaugh Co. 1969. Rossomando, Federic, Florence Leventhal and Marilyn Stzymaszek, **Earning Money.** New York, N.Y.: Franklin Watts, Inc. 1967.	
3. Given the class list of supplementary income sources, student can explain one of them to the class.	In small groups, students gather information about one of the sources of supplementary income. Each student practices the material by giving a report to the class.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	For further information, individual students can compose a questionnaire to use in interviewing persons receiving these types of income.		
4. Student can give reasons for unemployment.	Class discusses situations in which a person who normally works might be unemployed. School social worker speaks to class about reasons why people are unable to work. Vocational counselor briefly explains how social security helps the unemployed and how disability insurance helps the injured. Students with some experience with unemployment share information with the class.		
5. Student can name social agencies which aid families who are unable to work.	School social worker speaks to class about social agencies which help people who are unable to work. Using the telephone directory, class compiles a list of social public and private agencies which help families in need of the necessities of life and which help find jobs. Students role play reactions to such a situation in their family.	*What people do* **Childcraft** Vol. 10	
6. Student can correctly complete open-ended definitions of wage and salary.	Vocational counselor explains the difference between wage and salary. He provides the students with generalized rules linking type of work and skill level with receiving either a wage or a salary. Teacher leads game employing speedy application of these rules to example occupations. Each student completes arithmetic worksheets using wage per hour to compute pay.		

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: A. Develops ability to train for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Vocational competencies

SUBUNIT: (I) Attitudes and self-awareness

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names ways in which he is different from another student in the class.	Class discusses and points out how students are alike and different. Students compare themselves with others in the class as to height, weight, color of eyes and hair, etc. Students compare their experiences, interests, strong points and weak points to point out further differences and similarities. Students point out external similarities and differences with young people in other parts of the U.S. and other countries. Class reads book or views films and discuss similarities and differences to people seen. Conversations stress that everyone is unique and yet similar to others.	See books and film bibliographies also. Fry, Rosalie K. **Promise of the rainbow**, N.Y.: Farrer Straus Giroux. *Does color really make a difference?* AIMS Instructional Media Service. *Guidance: Working with others.* AIMS Instructional Media Services	
2. Student verbalizes areas in which he has noticed physical and mental growth in himself.	Students describe themselves as they remember they were at an earlier age. Each student writes an experience chart on the many ways he has grown, including height, weight, skills, mental, physical and emotional abilities. If available, students bring in photographs of themselves to illustrate their growth. Teacher or guidance counselor discusses with individuals areas of growth shown in examples of past academic work, the progress chart, emotion cards and/or anecdotal records.	*Child's world,* color study prints of moods and emotions. Cosgrove, Marjorie, **Discovering yourself**, Science Research Associates. See book bibliography, especially American Guidance Service and Science Research Associates.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Each student relates present activities with initial learning experiences, e.g., skipping and now folk dancing; throwing a ball and now playing basketball or football, learning to balance and now riding a bicycle, etc.		
3. Student lists reasons why some people cannot become athletes, doctors, musicians etc.	Class discusses the personal limitations which stem from the differences between people. Students name jobs which require unusual or particular physical abilities, e.g. football player-strength and weight; surgeon-intelligence and dexterous hands; athletes-speed and strength; musician-musical ability. Local employer or vocational counselor speaks to class about jobs which require particular characteristics. Students decide if some of these abilities can be learned or developed.		
4. Student demonstrates feelings of self-worth and pride in the work he does and the skills he learns.	Teacher observes individual students as they work and when their work is evaluated by others. He encourages individuals to discuss and evaluate their own work. Teacher uses filmstrips to guide class discussion of self-worth. By providing opportunities to apply academic learning to work or everyday situations, teacher encourages students to feel that what they learn is useful outside class. For instance after a field trip to a grocery store, class sets up its own store and individuals apply math, physical abilities, vocabulary, manners, etc. to running it.	*Making friends series - how do you rate.* BFA Educational Films *Life in the teens.* Success Motivation Institute.	

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: A. Develops ability to train for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Vocational competencies

SUBUNIT: (2) Skills

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student demonstrates specific skills he can learn and practice at home which can serve as vocational preparation.	Class compiles a list of general skills they would need for jobs in which they are interested. Teacher helps to provide practice in these skills in the regular classroom routine and helps to inform parents of the need to practice these skills at home. Students play a game of twenty questions or role-play occupations with skills needed as clues. Suggested skills include: use and recognition of tools; use and repair of machinery; general cleaning; laundering and ironing; making beds; food planning, purchase, preparation and clean-up; sewing and care of wardrobe; general measurement; general repairs; common courtesies; caring for sick family members, or children; telephoning procedures; computation, etc.		
2. Student can describe personal qualities he practices at home or in school and relates them to vocational preparation.	Class compiles a list of personal qualities necessary for employment. Teacher helps to provide practice in these abilities in the regular classroom routine. Students evaluate each other's progress in improving these skills regularly. Class views and discusses filmstrips on work habits. Suggested areas include: cleanliness, pleasant speaking voice, manners, cooperation, dependability, thoroughness, honesty, promptness etc.	Allen, Betty and Mitchell P. Briggs. **Mind your manners.** Philadelphia: Lippincott. *Work habits and attitudes series.* Avid Corporation. *Beginning responsibility series.* Coronet Films.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student lists jobs he could learn at school as vocational preparation.	Students investigate which school workers need or would be willing to have student helpers, e.g. custodian, gardener, cafeteria food workers, office workers, teachers, stockroom man, audio-visual operator, recreation teachers, nurse. Interested students practice the skills needed and role-play asking to be an assistant. If successfully "hired", student reports to class on his experiences. Teacher provides classroom activities which develop vocational skills and motor coordination.	Knoll, John Martin **Our jobs in school.** **Mathematics for employment.** Johnstown, Pa.: Mafex Associates, Inc. Bernstein, **Work for independence,** New York: John Day Co.	

PLS. No. 7. Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: B. Develops knowledge about choosing and getting a job

AIM: I. Requirements for employment

CENTER OF INTEREST UNIT: a. Education

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student names skills he has learned or can learn at school that will be advantageous to him in getting a job and which he might not be able to acquire at home.	Class compiles a list or makes a bulletin board illustrating personal skills learned at school. Student chooses hypothetical job and lists his duties and what school skills would help him do them. Teacher makes worksheets which group several skills with an occupation. Students check skills which actually apply to performing job. Teacher prepares worksheets which list a specific skill and various occupations. Each student checks the jobs which require the skill.		
2. Student tells in his own words reasons why high school diploma is asset in securing employment.	Teacher leads discussion of what high school diploma means and what must be done to achieve it, e.g., number of years schooling, course requirements, attendance, etc. Students read ads for jobs in newspaper showing that diploma is necessary requirement for getting many jobs. Class reads pertinent information from brochures from Dept. of Health, Education and Welfare regarding importance of having high school diploma. Vocational counselor or local employer speaks to class about the importance of having a diploma when competing for a job. The relation between having a diploma and a higher wage rate is pointed out.	Newspapers Government brochures	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student relates his present school activities to specific job possibilities.	Each student makes an experience chart listing his school subjects, hobbies and other activities which add to his employability. Vocational counselor points out that employers will generally ask school personnel about abilities and character of a student before hiring him or request several letters of recommendation from non-relatives. Using suggested occupations, groups of students list relevant experiences which any of them might have which would help them qualify for the job. Class discusses the importance of volunteer work and observation of workers in acquiring job skills. Teacher emphasizes how school activities prepare students for jobs.	See books under Science Research Associates, Richard Rosen Press, Finney Co.	
4. Student can match types of jobs with the correct skill and educational requirements.	Students suggest jobs of interest to them. Groups research skill and educational requirements with library resources and material from vocational counselor or by worker interviews. Class plays competitive game of identifying requirements with job. Using textbook pictures, each student called on identifies jobs and major requirements. Class views films on job requirements.	*Come to work with us book kits* and *Sextant series.* Sextant Systems, Inc. See film bibliography.	

PLS. No. 7. Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: B. Develops knowledge about choosing and getting a job

AIM: I. Requirements for employment

CENTER OF INTEREST UNIT: b. Self care

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a list of proper and improper health habits, student circles all proper health habits.	Students review and read information on health habits.	See book bibliography and health textbooks.	
	Class compiles a checklist of good health habits. Each student rates his own performance.		
	Class views and discusses a film on good and bad health and grooming habits.	See film bibliography.	
	Students relate personal health habits to interpersonal activities through discussion and role-playing.		
2. Given a series of grooming aids (soap, washcloth, toothbrush, comb), student can demonstrate their proper use for good grooming.	Students make a bulletin board illustrating good and poor grooming habits and useful grooming aids.		
	Class discusses the importance of one's appearance to one's self-confidence and other people's opinions and reactions. Teacher emphasizes employer's expectations about well-groomed employees.		
	Class views and discusses a film on good grooming habits.	See film bibliography.	
	Teacher leads class review of good grooming. Students practice using various grooming aids and are allowed to experiment with different hair styles, etc. Home economics teacher and/or nurse might be appropriate resource people.		
3. Student lists reasons why good health habits and good grooming are important in getting a job.	Vocational counselor or local employer speaks to class about the importance of appearance in business and to strangers.		
	During field trips, students observe the personal appearance of workers.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Teacher points out jobs which require extremes of cleanliness (hospital jobs, food preparation and service, laundering).		
	Students role-play getting ready for a job interview, stressing extra care in grooming.		
	Using magazine or other pictures of workers, each student takes a turn at pointing out the appearance of the worker and how this benefits or detracts from his working position.		
	Students evaluate each other's personal appearance frequently.		
4. Student lists advantages of exhibiting a pleasant personality.	Class lists positive and negative personality traits.		
	Students role-play these characteristics so that their meaning is clear.		
	In written exercises, students practice using and spelling these vocabulary words.		
	Class views and discusses films on personality.	See film bibliography.	
	Teacher leads discussion and demonstration of polite listening and speaking habits, appearance and conduct. Students practice and evaluate each other.		
	Students role-play moods and emotions as suggested by the teacher.		
	Students read stories dealing with control of emotions.	See book and other materials bibliographies.	
	Each student makes a checklist of personality traits and rates his own behavior. Students comment on each other's behavior.		
	Class undertakes a group project requiring cooperation. Afterward class discusses importance of cooperation and pleasant personalities when people are working closely together.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
5. Student describes work situations in which positive personality characteristics are advantageous in obtaining and holding a job.	Teacher presents case studies concerning work relationships. Students discuss how to resolve the problems noting the importance of understanding the problem and positive personality characteristics. Students role-play various work situations to dramatize interpersonal relationships and their effect on worker morale and productivity. Vocational counselor points out how an interviewer tries to judge the personality and character of person being interviewed for a job. Students list responsibilities learned in school that will be important in getting and holding a job, e.g. neatness, promptness, honesty, working with and without supervision.		
6. Student names instances of fair play learned in school activities and relates them to obtaining and holding a job.	Teacher administers sociograms within classroom and keeps them confidential. Class discusses the reasons for having and obeying rules in school, sports, and on a job. Teacher presents case studies concerning fair play, honesty, loyalty, etc. Students discuss situations and try to resolve problems. Class uses situations in films or books as basis for discussion.	See film bibliography, esp. Coronet Films.	
7. Student lists positive personality traits of someone he respects.	Class reviews vocabulary list referring to personality traits. Each student writes a paragraph describing the personality of someone he respects. He reads this to class and they discuss it. Students take turns describing each other using vocabulary words.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
8. Student describes ways in which punctuality and honesty could help a person in getting and keeping a job.	Students dramatize work and interview situations involving punctuality, honesty, tardiness and dishonesty.		
	Class discusses what an employer has a right to expect from employees. This is related to what parents and school officials can expect from students.		
	Students discuss the consequences for dishonesty etc. in school, at home and on a job.		
9. Student role plays situations in which self-control and loyalty can help you keep a job.	Teacher sets up situations for students to role-play and discuss.		
	Class uses situations in films or books as basis for discussion.	See film bibliography, esp. Coronet Films.	
	Students interview workers about self-control and loyalty on their jobs.		
	Local employer or vocational counselor speaks to class about the expected conduct of workers.		
	When emotional situations occur in classroom, teacher leads class discussion about self-control and how to resolve the problem.		
10. Student writes a short paragraph on the meaning of courtesy and dependability.	Students list examples of courtesy and dependability.		
	Groups of students dramatize these situations.		
	Class views and discusses films depicting courtesy and discourtesy, etc.	See film bibliography, esp. Encyclopedia Britanica Films and Eyegate House Inc.	
	Students comment on the behavior of class members on these points.		
	Each student practices this vocabulary and writes about its meaning.		
11. Student can realistically state an evaluation of his character on these points.	Vocational counselor and/or teacher observes student over time and has a private conference with each student about his conduct and character.		
	Each student tries to realistically evaluate himself and receives adult feedback.	*Getting to know me series.* ROA's Films.	

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: B. Develops knowledge about choosing and getting a job

AIM: 2. Ways of getting a job

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name people who could help him find a job.	Class compiles a list of types of people who could help find jobs, e.g. neighbors, relatives, working friends, counselor. Each student identifies as many specific people as possible who could help him find a job. He records and keeps the list. Teacher or vocational counselor explains the purpose of letters of recommendation. Each student lists people who are familiar with his abilities, interests or training who are not relatives. Vocational counselor shows class how to obtain the name and phone number of strangers who have jobs to fill. Students collect names and phone numbers concerning jobs from newspaper ads, community, school or church bulletin boards, radio announcements, counselors, etc.		
2. Student role plays making a personal contact, explaining to the individual what he wants and answering necessary questions in a courteous and alert manner.	Class discusses points to remember in talking about jobs with an acquaintance or stranger. Students compile a list of basic questions which might be asked at an interview. Students role-play both interviewer and interviewee. Each student gets some practice in both roles. Other students observe and comment. If available, teacher tape records or video-tapes interviews so that each student can critique his own performance.	Audio or video taping equipment.	

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: B. Develops knowledge about choosing and getting a job

AIM: 3. Services and agencies that assist in job finding

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a class compiled list of school jobs, student identifies the school personnel to contact for doing each job.	Students interview school workers about possible student helper jobs and who to contact. Each student reports to class and one list is compiled. Teacher points out why the particular school personnel listed as contact is the likely supervisor.		
2. Given a class compiled list of home and community jobs, student indicates specific individuals and general types of people to contact about doing each job	Students interview community workers about possible student helper jobs and who to contact. Students compile jobs listed for community jobs in newspaper, on school, community or church bulletin boards, counselor etc. Class compiles one composite list. Vocational counselor explains the role of personnel officers at businesses. Students with work experience tell how and to whom they applied for work.		
3. Given a series of pictures illustrating ways for children and adults to apply for jobs, student can verbally describe the application method or situation.	Vocational counselor describes various ways for people to apply for jobs. Students find pictures or take photos of actual or role-playing application situations. Each student takes a turn at describing the situation. Class views and discusses various films showing ways to apply for jobs. Students match the pictures of application methods with the jobs and contact personnel discussed in the earlier activities. What methods are most appropriate? Groups of students role play these situations.	See film bibliography.	

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: C. Develops knowledge about working on the job

AIM: I. Rights of the worker

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can correctly use a class compiled vocabulary list of words pertaining to rights and privileges in the classroom.	Class reads essays on rights and privileges and discusses their personal rights and privileges. Class views and discusses films on rights and rules. From discussion, class compiles vocabulary list. Each student copies list and defines each. Students compile a list of all classroom duties and all student classroom rights. Teacher assigns jobs to each student. After performing it for a while, each student explains to class his responsibilities, rights and if he does not fulfill his duties, the effect on others and justifiable punishment. Class discusses importance of class government, rules and regulations. Each student tells of some experience of his with rules and regulations. Each student describes selected photos or pictures using new vocabulary and concepts.	Collected essays and Declaration of Independence and Bill of Rights. See film bibliography, esp. *Beginning responsibilities series,* Coronet Films.	
2. Student states reasons why he might be disqualified for a particular job or duty.	Each student discusses the importance of doing his job promptly, neatly and correctly. Teacher makes a chart and gives reward credit for proper completion of classroom duties. Class appointed inspection team monitors class duties daily and rewards credit. Class role plays hypothetical court trial of misdemeanors committed while doing a job.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Vocational counselor or local employer speaks to class about the importance of doing a job according to specifications following standard rules and without constant supervision.		
3. Given a hypothetical job situation, student identifies rights of others.	Class discusses the importance of recognizing rights of others.		
	Students make an experience chart indicating how others can help us. Teacher uses films on helpers and responsibility as basis for discussion.	See film bibliography and *Beginning responsibility series.* Coronet Films.	
	Groups of students role play job situations observed in school or community. Observers point out each person's rights and duties and how he can help others.		
	Each student compares his responsibilities with those of an adult such as his parent.		
	Class holds a party or some group project. All participate in planning, assigned duties, clean-up. Class discusses the fun and work involved, if they helped someone or if someone helped them.		
4. Given a task beyond his ability, student asks for assistance.	Students discuss the necessity for helping and being helped by others, listing various examples.		
	Class views and discusses films on helping others when a job is too big for one person.	See film bibliography.	
	Each student completes open-ended statements, e.g. When I need help, I feel ——— or I do ———.		
	Students role play situations in school, at home or in the community in which they might need assistance and what they would do.		
	As appropriate situations arise in classroom routine, teacher makes comments about helping others.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
5. Student describes the working conditions under which he prefers to work.	Class defines working condition and writes list of examples. Small groups of students run a class experiment in which they change the lighting, temperature, odor and sound environments in the classroom while the others do class projects. At the time of each change, each student writes down the effect he notices and how he reacts to it. At end of experiment, students compare their notes and discuss. Class views films about various jobs with very different working conditions. Students role play these various conditions to decide if they would like to work under them. Class compiles a list of and illustrates the various clothing or safety gear which various working conditions require. Each student writes and defines new vocabulary words in notebook and practices using them in discussion.	See film bibliography.	

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: C. Develops knowledge about working on the job

AIM: 2. Benefits available to the worker

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a class exercise in dividing work by assembly line or specialized labor, student can describe in what way he benefits from the work of others.	Class defines assembly line work. Students view and discuss films on assembly line production. Class takes field trip to a local factory to watch an assembly line at work. Students interview workers about their work and how they like being part of a larger process. Class undertakes a large project which can be subdivided into an assembly line process. Each student participates. Then each student makes the whole project alone and contrasts the amount of time spent and level of enjoyment. Students discuss their reactions to being part of an assembly line and working cooperatively with others. Students role play uncooperative workers in an assembly line and contrast the mood and productivity of the group.	See film bibliography, esp. ROA's Films.	
2. Student lists jobs he could do at home and in the neighborhood that would not necessarily be rewarded with money.	Student keeps a diary or log for a week of jobs he performs for no money. Groups of students make posters with magazine pictures or drawings of people performing tasks for which they do not receive direct payment. Class compiles a joint list of these jobs. Students discuss why they do these jobs without pay and list reasons. Each student interviews his parents and others about why they do certain jobs without pay and why they think children should also.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Teacher points out that saying thank you or showing gratitude are rewards to many people.		
	Vocational counselor speaks to class about the job training they are receiving by doing various home jobs.		
3. Student states reasons why it is unnecessary to be paid for tasks performed in the home.	Students discuss their feelings toward parents and siblings and how their contributions indicate love and respect.		
	Class compiles a vocabulary list of emotions and discuss situations in which they have felt them.		
	A group of students make a picture collage poster illustrating the emotion vocabulary to aid association and discussion of word meanings.		
	Class views and discusses film on controlling emotions.	*Your feelings.* Also see film bibliography, esp. Society for Visual Education.	
	Each student completes open-ended statements about emotions and attitudes, e.g. I feel ——— when my mother makes lunch for me. I feel ——— when I help make dinner.		
	Students interview parents about how they feel doing work for family members. Each reports to class on findings.		
4. Student gives an example of a personal experience in which a feeling of accomplishment, not money, was sufficient reward.	Students tell of experiences when they were proud of an accomplishment.		
	Each student relates an incident when they wanted someone else to give them recognition or a reward for a job well done. Class compares and discusses these incidents and if they all agree on their personal reactions to them.		
	Class reads stories or sees a film about children who feel rewarded when they accomplish something.	See film bibliography. *Me, myself and I kit.*	
	Teacher describes volunteer agencies and church and civic groups which provide free community services.		

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: C. Develops knowledge about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT:

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student describes situations in which he can display loyalty to his class and school and respect of authority figures.	Class discusses meaning of loyalty and respect. Each student records definition and examples and uses vocabulary in discussion.		
	Students view film or read books on loyalty and respect.	See film bibliography esp. Coronet *Beginning responsibility series.*	
	Groups of students role play situations showing these qualities and class discusses.		
	Using magazine or book pictures, students provide a story line or interpret situation in terms of loyalty, respect and manners.		
	Each student keeps a diary for a day noting all situations in which he displays these qualities. He reports to class.		
2. Student names tasks which illustrate his dependability at school and in the community.	Class discusses meaning of dependability. Each student records definition and uses word properly.		
	Each student presents an example from his daily experiences of an act of dependability.		
	Using classroom list of work responsibilities, each student evaluates his own dependability in completing tasks on time and properly.		
	Teacher reads stories about dependability in the community to the class. Students compare and contrast the stories and try to apply them to their own experiences.	**Boy who cried wolf** and **Boy and the dike.**	
	Students compile a list of useful community services that they might do to build community citizenship and dependability, e.g. cleaning up litter, obeying traffic rules, improving community appearance, helping people who are having difficulty with a task.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	A group of students illustrates this list with magazine pictures on the bulletin board.		
3. Student lists his specific role and responsibilities at home, school and in the community.	Class compiles a list of jobs that must be done around the home.		
	Students role play family members doing these tasks.		
	Each student draws a card with a family member's title and tells what responsibilities this person performs in his home.		
	Class views films or reads stories about families working together.	See film bibliography esp. Society for Visual Education.	
	Using the list of tasks, each student states whether he has the ability to do the task and if he regularly does it.		
	Students practice some of the home tasks to improve their abilities.		
4. Given a selection of projects, student selects a project, completes it within an agreed upon time limit and presents his completed project to his class.	Teacher makes a list of projects for individuals to do for a class open house, show and tell day or other occasion.		
	Each student selects a project and works on it with little assistance from others.		
	When completed each student judges his own project and tells teacher. He writes a short description of his project which is included in a report on all the student projects.		
	Class displays all projects and each student judges the projects of others.		

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: C. Develops knowledge about working on the job

AIM: 4. Growth in social and personal skills

CENTER OF INTEREST UNIT: a. Acceptance by classmates and adults

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student describes personality traits that are important in working successfully with others on a job.	Vocational counselor speaks to class about the personality traits of interest to employers. Class compiles a list of positive personality traits. Each student records definition and uses vocabulary in discussions. Students view and discuss films on personality on the job. Using various pictures of work situations, student lists the common necessary traits e.g. punctuality, politeness to strangers, dependability, neatness. Student role plays work situations showing positive and negative personality traits. Others identify these traits. Teacher describes negative behavior in social situations. Students react and tell what person should have done. Each day student is responsible for checking and correcting his personal appearance.	See film bibliography.	
2. Student names habits he could develop or improve that would help make his behavior more socially acceptable.	Class makes a bulletin board on the theme *Happiness is a friend who . . .* , listing good personality characteristics. Each student lists these traits in the form of a checklist. With teacher's and counselor's help, he evaluates his own performance on these points. Then he lists ways he could improve his self-rating.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students discuss what kinds of behavior they like and dislike in other people. Groups of students role play situations based on this discussion. Teacher describes work situations in which one person is unsociable. Students role play these situations showing how this behavior effects productivity and morale and how to cope with it. Student practices asking others what they expect of him and then checking later whether he successfully met expectations. Class discusses the value of improving social behavior.		

PLS. No. 7 Learning to earn a living LEVEL: Intermediate Level

OBJECTIVE: C. Develops knowledge about working on the job

AIM: 4. Growth in social and personal skills

CENTER OF INTEREST UNIT: b. Continues interest in activities started and broadens interests

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Assigned a room responsibility, student performs task independently for an agreed upon time period.	Using class list of room duties, each student takes a turn performing all duties with teacher supervision and help. Teacher explains that for a week, each assigned student will also be responsible for his own supervision. Class conducts this experiment for a while. If someone forgets or does his job poorly, class discusses the importance of each person's contribution to the overall running of the class. Over a period of time, class compiles a list of topics which have arisen during class discussion about which people would like to know more.		
2. By assignment or through spontaneous curiosity, student researches information on one topic and narrates information to class giving facts he did not know previously.	Teacher encourages each student to select a topic and gather some information to report to class. Students are given free time for research. Teacher demonstrates use of card catalog and encyclopedias. Each student writes down his material and attaches it to a bulletin board entitled *"Did you know".*		
3. After considerable discussion or investigation of various job possibilities, student selects jobs in which he takes a particular interest and continues investigative activities which he shares with teacher or other students.	Students role play various jobs they would like to do. Each student collects pictures of jobs of interest to him and lists several people who hold these jobs. Student observes or investigates these jobs about duties and skills involved.		

Secondary Level Teaching Units

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PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: A. Understands about training for a job

AIM: 1. Types of jobs

CENTER OF INTEREST UNIT: a. Survey of local job opportunities

SUBUNIT: (1) Classification of jobs by skill

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can list jobs in the job category *unskilled.*	Teacher leads discussion of the differences between four categories of jobs: *Professional;* college trained *Skilled;* trade school trained *Semi-skilled;* on-the-job training *Unskilled;* no formal training training Discussion emphasizes that all jobs require basic skills and abilities and correct work attitudes. Getting and keeping a job also requires certain skills. *Unskilled* refers to a category of jobs. Many such jobs lead to semi-skilled jobs if proper attitudes and training are provided. Class lists *unskilled* jobs on the board.	Looking ahead to a career, set of 36 color slides, $10 a set, U.S. Bureau of Labor Statistics.	
	Class prepares a form to organize job data for comparison. Using WISC and other materials provided by school vocational counselor, students compile a folder of basic job data, e.g. duties, pay scale, training required, hours, etc. Students define and add new words to vocational vocabulary notebook. Students match their list of unskilled jobs to local places of employment. Teacher makes a master list from all four categories of work and the students label the unskilled jobs.	WISC or Wisconsin Information System for Students and Counselors, DPI.	
2. Student can list jobs in the job category *semi-skilled.*	Teacher gives a slide or picture presentation of *semi-skilled* work. Class discusses and defines *semi* (means part).		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students add prefix *semi* to as many words as possible and discuss the derived meaning, e.g., semi-annual, semi-weekly, semi-sweet, semi-final, semi-darkness, semi-conscious, semi-circle, semi-automatic.		
	Class discusses or guest speaks about on-the-job training.	School library resources	
	Students examine the evaluation form for work experience and compile a list of those skills that might be taught on the job.	Information provided by Vocational Counselor	
	Students compile a list of semi-skilled jobs. Students divide the list and compile needed data on class form.	WISC; SRA Career Kits; Sextant Series	
	Students look through newspaper want ads to find jobs with on-the-job training.	Local newspapers	
	Using master list of all four kinds of jobs, students label those classified as semi-skilled.		
3. Student can list jobs in the job category *skilled.*	Teacher gives slide or picture presentation of examples of *skilled* jobs.		
	Trade school representative speaks to class on requirements for skilled jobs and the training provided by trade schools. He explains the difficulty of job requirements and the need for these requirements.	Trade school catalogs Textbooks from trade schools.	
	Students compile a list of local trade schools from the local telephone directory.	Local telephone directory.	
	Students compile a list of skilled jobs. Class divides the list and prepares job data sheets on the class form.	WISC; SRA Career Kits; Sextant Series; Vocational counselor; School library resources.	
	Using master list of all four kinds of jobs, students choose those of skilled type.		
4. Student can list jobs in the job category *professional.*	Teacher gives a slide or picture presentation on *professional* jobs.		
	Teacher leads class discussion of the requirement of college training for professional positions.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students make a list of professional jobs. Class divides list and prepares data sheets using class form.		
	Using master list of all four kinds of jobs, students choose those of professional type.		
5. Given a list of several jobs, student can separate the skilled from the unskilled jobs.	Students review differences in classification of jobs by skill.		
	Each student selects a job from the given list, describes it briefly and categorizes it according to skill.		
	Class views and discusses filmstrips on various jobs discussed according to skill level.	See filmstrips bibliography	
6. Given a list of several jobs, student can identify those requiring special training and explain where this training can be obtained.	Students review jobs requiring special training that are available locally.		
	Class views and discusses filmstrips on various skilled jobs.	See filmstrips bibliography	
	Students point out examples of trade school, public school, on-the-job and work experiences providing the needed training.		
	Students identify jobs which require math, reading, spelling, penmanship, etc. and relate these to their school courses.		
	Students interview local employers and employees about education and training requirements for various jobs.		
	School or vocational counselors answer class questions on educational qualifications and on the importance of training and continuous learning and success experiences.		
7. Given job descriptions of semi-skilled jobs in the community, student rates how well he can do the jobs (full or part-time).	Students select one or more job descriptions prepared in previous exercises. Students role play duties of each position.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Student lists job qualifications and checks off those he has or will soon attain. Student indicates course of action to complete job qualifications. Class compares jobs of their interest and who in class is qualified. Having completed self-evaluation for job, student identifies industries or businesses in area where he could hold such a job. Student writes a want ad for the jobs he is interested in holding or for which he is qualified. He compares these with actual classified ads.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary Level

OBJECTIVE: A. Understands about training for a job

AIM: I. Types of jobs

CENTER OF INTEREST UNIT: a. Survey of local job opportunities

SUBUNIT: (2) Industrial jobs

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a list of factories and a city map, student can locate those factories in the city and indicate those not found in the community.	Students help each other locate and label all factories in town on city map, using telephone directory and newspaper ads. Students compile list of all industries and their products in the area. From this, class makes a list of various jobs which must be entailed. Student committees investigate qualifications, wages, hours, responsibilities and other characteristics of these jobs through the personnel office, school counselor, friends, parents, newspaper articles, WISC. Class plans visit to local factory. Each student collects information on a type of job which he plans to observe on the visit. Using pictures of various factories, students volunteer names of jobs done there. Each student compares his list with his experiences on the factory visit. Class discusses the relationship of the jobs to the process of making the company's product and the use of this product by the public. Students develop a letter from the class requesting employment information from a company. The letter can include information about the purpose of the unit and/or invite a representative to visit class. Each group uses the master letter to write to the industries they are responsible for reporting on to the rest of the class.	City map, newspapers, telephone directories. Murphy, James **Handbook of job facts**, Chicago: Science Research Associates, teacher resource *Factory: How a product is made*, Bailey Films Assoc. *Automation: What it is and what it does*, Coronet Films. Fincher, Ross, Reynolds and Simpkins **Success in language**, Chicago: Follett Basic Learning Program. **Vocational English, books I and II**, New York: Globe Book Co.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	When adequate information has been collected by the groups, each group gives a presentation to include: location of factory on city map, route to travel there, pictures of product and types of jobs involved and other employment information.		
	Students make posters showing how similar jobs are done at various factories.	Magazines, trade journals, Life, Look	
	Students view filmstrips of jobs they have investigated.	See film bibliography.	
	Class develops a form on which to keep pertinent information about each job or business investigated. Each student keeps a notebook of these for his own reference.	Laubach, Kirk and Laubach **Everyday Reading and Writing.** Syracuse, N.Y.: New Readers Press, 1970.	
2. Student can state duties of an office worker.	Class discusses the duties of an office worker.		
	School business teacher speaks on qualifications and duties of various types of office workers.		
	Students list and locate on map all businesses which would probably hire office workers.	**Busy office, busy people,** Chicago: Whitman and Co.	
	Class observes office workers in business school class, local vocational or technical school or at local businesses.	See film bibliography.	
		Office courtesy, Office etiquette, Encyclopedia Britannica Films.	
	Students use master letter developed above to obtain employment information.	Office machines, telephone, other office set up materials	
	Student uses job form developed above to keep pertinent information about office workers.	Adams, Charles and Samaria Kimball, **Job facts,** Addison Wesley Pub. Co., 1967.	
	Class views and discusses films on office workers.		
	Students discuss the role of the office workers in completing the product of the business.	Old magazines, photos.	
		Office set-up materials.	
	Each student role-plays typical office worker duties (using adding machine, typewriter and telephone, filing, alphabetizing, delivering materials, sorting mail etc.)	**Basic clerical skills program.** Perceptual Development Laboratories.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Class discusses importance of courtesy, accuracy and cooperation in these types of jobs. A group of students investigates and reports to the class about the duties, qualifications, wages and hours of office workers using library materials, WISC materials, interview office workers, local businesses and personnel offices. Students list all duties of office workers and relate these to school learning experiences. A group of students makes a poster depicting the duties of an office worker. Each student practices and then performs time trials of various office routines, e.g. sorting, alphabetizing, using telephone directories, etc. Student discusses this job in relation to his individual abilities and interests in a counseling situation.		
3. Given a list of jobs, student can separate the list into those in industry and those in small business.	Teacher leads discussion of the difference between industry and small businesses. Students list characteristics of both and find local examples using newspapers and telephone directories. Students locate these on map. Class compiles list of jobs related primarily to either industry or small business. Students illustrate this list on a poster with pictures or photos of the jobs. Students discuss the relationship between the end product of the industry or small business and the jobs done within the company. A group of students uses master letter developed above to obtain employment and job information from local small businesses. Committees use WISC material, library materials and newspaper articles and consult personnel offices, school counselors and business teachers and local technical and vocational schools for information	Telephone directories, map, newspapers. Magazines WISC; Sextant Series, SRA Career Kits Newspapers Telephone book *Basic elements of production* Encyclopedia Britannica Films	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	about jobs in small business. They record information on class job data sheets Students role play various jobs. Student classifies want ads as appropriate for small business or industry. Student writes ads. Speaker discusses the role played by small business in the town. Students list all small businesses considered necessary for a town. Each student discusses these jobs in terms of his personal interests and abilities. Class discusses difference in demand for factory and hand-made or skilled-made products. Students discuss differences in numbers of people employed, skill levels, wage levels, etc. between a factory and a small business.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary Level

OBJECTIVE: A. Understands about training for a job

AIM: I. Types of jobs

CENTER OF INTEREST UNIT: a. Survey of local job opportunities

SUBUNIT: (3) Service related jobs

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a list of jobs, student can identify those that are service related.	Students compile a list of service related jobs. They list characteristics of service related jobs to differentiate from industry jobs. Class identifies places in town where service people are employed. These are located on a map. Class views and discusses a film on service jobs. Students use the master letter developed in prior unit to obtain employment information in writing to some of these institutions. Committees obtain job information from WISC materials, library materials, school counselor, business school teachers. Students use employment form developed in prior unit to keep pertinent information about jobs investigated.	**Occupational outlook handbook,** U.S. Government Printing Office **Job guide for young workers,** U.S. Dept. of Labor. Map, telephone directories. **Manpower Administration,** U.S. Government Printing Office. Adams, Charles and Samaria Kimball **Job facts,** Addison-Wesley Pub. Co.	
2. Student names duties of a service job.	(Nurses' aide as an example) Students discuss any personal experiences they have had in hospitals. From this they develop a list of duties of the nurses and the nurses' aides. Committees use master letter developed in prior unit to obtain employment information from various hospitals. A nurses' aide or supervisor speaks to class about duties, pay, hours and qualifications. Students prepare a poster illustrating duties of a nurses' aide.	Division of Health Careers American Hospital Association 840 North Lake Shore Drive Chicago, Il. 61611 Dept. of Medicine Surgery Veterans Administration Washington, D. C. ANA-HLN Nursing Careers Program American Nursing Association 10 Columbus Circle New York, N.Y. 10019	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students discuss these duties in terms of their interests and abilities. Does this suggest other related jobs? Can men be nurses' aides?		
	Class views and discusses a film on nurses' aides.	See film bibliography	
3. Student can name places in a large city where a specifically named service worker might be employed.	(Nurses' aide as an example)		
	Students locate hospitals and clinics on a county or state map or if a large enough town, on city map.		
	A representative of a nursing home, county or state public health service or clinic speaks to class on role of nurses' aide, job opportunities and training requirements.	**Health careers guidebook**, U.S. Government Printing Office, 1969.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary Level

OBJECTIVE: A. Understands about training for a job

AIM: I. Types of jobs

CENTER OF INTEREST UNIT: a. Survey of local job opportunities

SUBUNIT: (4) Full-time and part-time work

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can list distinguishing characteristics of part-time employment.	Class discusses and lists the differences between full and part-time employment and gives several examples of each. Students tell of their experiences working part-time. Class lists advantages and disadvantages of part versus full-time employment. Counselor points out experience, skills and money gained through part-time employment. Students discuss how part-time jobs may lead to full-time employment. Class views and discusses films on part-time jobs. Through inqueries and vocational counselor's job file, students make list of local businesses hiring part-time workers. Students use master letter developed in prior units to gather employment information. Students compare hours, pay, duties and total time employed. Students discuss after school and summer work possibilities locally. Students discuss these jobs in terms of their interests and abilities. Students write want ads for jobs they would like. Students read want ads to determine if full or part-time. Students compare these and evaluate their own qualifications for the work. Teacher prepares math problems dealing with various rates of pay and hours. Class reviews procedures for calculating weekly and monthly pay. Students make up their own problems based on want ads.	See film bibliography newspapers Wool, John D. and Raymond Bohn, **Useful arithmetic, Vol. I and II,** Phoenix, N.Y.: Frank E. Richards Pub.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
2. Given a list of jobs, student can separate those which are generally part-time jobs.	Students compile an exhaustive list of part-time jobs. On a map they locate job opportunities of this type. Using previously developed job information sheets, students list pertinent information about these jobs. Students evaluate their interests and abilities for these jobs.		
3. Given a list of types of businesses, student can select several which routinely hire part-time workers.	Class lists characteristics of businesses which routinely hire part-time workers, e.g. peak holiday or weekend business, customer service expected, door-to-door delivery expected, etc. Students use want ads to identify additional needs. Students make posters depicting typical part-time work.	**Finding part-time jobs,** Chicago: Science Research Assoc. magazines and newspapers	
4. Student can state responsibilities of part-time employment.	Class discusses and lists the responsibilities involved in the part-time jobs they have listed. School counselor or local employer speaks to class on what characteristics are needed to be a good part-time worker. Students review class work experience evaluation forms and other similar school or industrial forms. Students provide personal experiences to substantiate need for these abilities. A local employer that has hired part-time workers presents his point of view and explains his needs for such employees.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: A. Understands about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: a. Reasons for earning a living

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name the six primary categories of family expenses.	Class discusses and lists the main types of expenses in each student's family. Teacher displays a visual depiction of distribution of family income (whole pie divided into wedges marked shelter, clothing, food, personal items, transportation, recreation). Students make their own income distribution pies. Students work on group art projects: Posters using magazine pictures to show areas of income distribution. Class mural – *Where the Money Goes* Bulletin board showing examples of family expenses. Class views film on how families spend money.	Kahn, Charles H. **Using Dollars and Sense.** Palo Alto, Cal.: Fearon Pub. p. 94. overhead projector *Money talks.* American Bankers Assoc.	
2. Student can list reasons why people earn a living.	Class discusses why people work. For instance: Something useful to do with their time To gain experience To be independent To be with other people To earn money They enjoy it Students interview those working in the school and community as to why they work in their particular job. Class uses films and/or books to stimulate discussion. Students make a bulletin board of professions which they might classify by above discussion. For example,	*Mike and Steve go to a shopping center.* Encyclopedia Britanica Films, 1969. Finches, Ross, Reynolds and Simpkins. **The jobs in your future.** *Unit 8: Success in Language 1A.* Chicago: Follett. pp. 372-373. Randall, Florence. **Getting a job.** Palo Alto, Cal.: Fearon Pub.Pacemaker Books. *Why do people work?* Visual Education Consultants, Inc. **How people earn and use money.** Benefic Press.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Independent-forest ranger, farmer Useful-medicine, teacher Work with people-social worker, receptionist Enjoy it-musician, actor, painter, writer Gain experience-researcher, apprentice Each student expresses his reason for working or planning to work.		
3. Student can separate into *needs* and *wants* a list of purchasable items.	Class lists on board those things they can or want to buy. Teacher and class generalize specific items into categories, e.g., slacks, shirt, shoes into clothing and soda, candy into snacks. After discussion, class separates the items into *needs* and *wants* on sheets divided into those columns.	Newspapers, magazines	

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: A. Understands about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Vocational competencies

SUBUNIT: (1) Attitudes and self-awareness

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student demonstrates feelings of self-worth and pride in the work he does and the skills he learns.	Class lists on board those things they can or want to buy. Teacher and class generalize specific items into categories, e.g., slacks, shirt, shoes into clothing and soda, candy into snacks. Teacher observes each student's reactions to doing and completing classroom and work practice tasks. In individual conferences, teacher asks students to evaluate their own work and goals. Class discusses the importance of having interest and pride in your work. Students interview school and community workers about how they feel about their work.		
2. Student demonstrates cooperativeness and initiative in a work situation.	Teacher observes each student as he interacts in a group work situation. Class discusses their own group work situations noting which people facilitate and lead the others. Students take turns role-playing the leader of a group at work. Groups read and discuss case studies and literature about group interactions.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: A. Understands about training for a job

AIM: 2. One's own abilities and limitations

CENTER OF INTEREST UNIT: b. Vocational competencies

SUBUNIT: (2) Skills

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given adequate testing and counseling, student can realistically state his work abilities and limitations.	Students discuss differences in their abilities within the class. Teacher aids in keeping discussion constructive. Each student completes and evaluates results of various tests of his abilities with teacher or school counselor. Other persons who might be involved at this point are the local vocational education counselor, district rehabilitation counselor, state or local employment office representative, or private employment office representative. Students compile list of skills or competencies that they have found are needed through the survey of local jobs. Teacher helps organize practice sessions and time and error testing runs of these skills. Examples are: manual dexterity; filing by initial letter, number or word; filing for speed and/or accuracy; use of telephone directory; sorting mail; laundry and objects; packaging or wrapping parcels; making change; nut-bolt assembly; mechanical reasoning; number and word comparison; use of scissors, stapler, paper cutter etc.	See test bibliography. See bibliography of other materials. Peterson, Richard J. and Edna H. Jones, **Guide to jobs for the mentally retarded.** Pittsburgh, Pa.: American Institutes for Research. 1964 Rev. Edition. Ballard, Virginia, **Your abilities,** Science Research Associates.	
2. Given specific jobs, student lists abilities and limitations that he has regarding the jobs.	Student selects two jobs from want ads. Using previously developed job information sheets, he lists duties and qualifications for jobs. Student rates himself on each point, e.g. competent or can do well; partially competent but need improvement; liability or need to learn. Student presents his analysis to class for constructive criticism. Students raise questions about duties and qualifications, compare these to other jobs, decide what constitutes a physical limitation for the job,	Carson, Esther O. **Prepare for work,** Hayward, Ca.: Allen Co. See film bibliography See book and other materials bibliographies.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	decide who is and is not qualified in group etc. Student does more research if he can't answer questions. As others present their jobs, each student writes his personal evaluation for the job also. Class makes a list of jobs of great interest to class for further research. The teacher can provide films or materials on the field. Class invites speaker to give details of qualifications and actual duties of these high interest jobs and how to obtain the necessary training. Physical limitations of these jobs are discussed.		
3. Given a list of local businesses, student can list jobs he could do at each place.	Students refer to earlier listing of local job opportunities. Each student evaluates his own abilities and limitations for these jobs and decides where he might be able to be employed. Class views and discusses films on job opportunities and getting jobs. School work counselor discusses local work program and job opportunities. Individually he should discuss the evaluations made by each student in previous activities of his abilities for local jobs. Teacher should stress importance of high school training and diploma for getting a job. Students relate job qualifications with school learning experiences and other work experiences.	**Finding your job series,** Minneapolis, Minn.: Finney Co. 6 volumes. Carson, Esther O. **Campus work experience,** Hayward, Ca.: Allen Co. *It's in your hands,* Edu-craft. See film bibliography *Babysitting,* film and record, Pleasant Ville, N.Y.: Harcourt, Brace and World Co. See book and other materials bibliographies.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: I. Requirements for employment

CENTER OF INTEREST UNIT: a. Legal papers required

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can list the three legal papers required for employment when under 18 years of age, i.e. birth certificate, work permit, social security card.	Experienced student or teacher explains that employers need proof of age, social security number for payment of wages and work permit for certain jobs under age 18 to comply with state laws. Students examine their own legal papers or examples, noting information contained. Students discuss state work laws, noting which jobs do not require permits and those which are strictly forbidden for minors.	**Getting a job.** Palo Alto, Ca.: Fearon Publishers, Inc. **Starting a job,** Chicago: Follett Publishing Co. ***I want a job,*** *Phoenix, N.Y.: F.E.* Richards Co. **Jobs in your future,** New York: Scholastic Book Services.	
2. Student can give reasons why employer should know minor's exact age.	Students discuss state working law on minors and its effect on employer. School counselor discusses importance of obeying the law and explains how the law protects the minor by regulating hours, working conditions and minimum pay.	**Starting work,** Chicago: Science Research Assoc. copy of state work laws for minors	
3. Student can state reasons why state law requires a work permit for minors.	Students discuss what job hazards can be met on local jobs. Are these covered by the law? Are these relevant to themselves? Teacher or work counselor briefly outlines history of child labor and the need for these laws. Speaker points out how the law protects minors, giving pertinent examples. Students make poster illustrating jobs considered too hazardous for minors. Students list jobs covered by the law: those prohibited, those excluded and those allowed. Students discuss what makes a job too hazardous.	magazines pamphlet: *A handy guide for employment of minors,* available from local Chamber of Commerce.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can locate and describe procedure for obtaining work permit.	Students compile information needed to obtain a work permit and prepare a handy reference sheet for personal use. Students discuss the need for a work sponsor and who are likely candidates. Students examine a work permit and the application forms. Students fill out sample applications. Students role-play applying for permit and asking parent and employer for written request for permit. Students investigate obtaining birth certificate or hospital or church record proofs of age. Students who have completed this procedure share their experiences. Students investigate if there is a charge for the permit, for what this is used and any other details.		
5. Given samples of a birth certificate, a work permit, a social security card and a personal resume reference sheet, student can identify each by name and state its usefulness.	Students discuss and examine these forms, noting what types of information are listed. Students discuss terminology of forms until can easily identify what information is required. Each student reviews and updates his personal data sheet. He compares the information on his sheet with that on the various forms. Class reviews the situations requiring each of the forms.	*"I want a job"* transparencies, United Transparencies Inc., Binghamton, N.Y. 13902 (P.O. Box 888)	
6. Student can locate on city map various agencies from which to obtain the needed legal papers.	Students investigate what agencies issue birth certificates, work permits and social security numbers. Students locate these on city map and trace probable routes from school and/or home to reach these buildings. On a field trip to the Chamber of Commerce or the Court House, the teacher should identify the offices of the registrar, election clerk, traffic court etc.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
7. Student can state the purpose of listing references on application forms.	Students discuss the need for employers to make inqueries about perspective employees. Students discuss what type of information employer would want to know and therefore who would make a good reference (not a relative). Teacher or school counselor should stress that students must ask permission of the person before using him as a reference. Students add name, address and occupation of two or three references to personal resume reference sheet.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 1. Requirements for employment

CENTER OF INTEREST UNIT: b. Skills and assets needed

SUBUNIT: (1) Tools

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given pictures of various occupational tools, student can identify the occupation associated with it.	Students discuss and list tools they have seen workers using.		
	Class views films about professions showing various tools in use.	See film bibliography, esp. Sterling, Educational Films and Castle Productions	
	Students research the tools used by workers they have already investigated as work possibilities.	**Industrial training texts**, Chicago: Delmar Publishing Inc.	
	Local employer, union leader, business teacher or shop-home economics teacher speaks to class on tools commonly used in various fields.	**General handbook of tools and crafts**	
	Students pantomime use of tools. Students relate tools to end product.	*Simple machines*, Visual Education Consultants, Inc.	
	Students make posters of tools, their uses and tool safety.	magazines	
2. Given simple tools, student can correctly use those of his own choosing.	Students arrange to borrow various tools from school departments. After instruction in their use, students practice at their own pace. When performance is acceptable, students perform simple and complex tasks using the tools.		
	Students view and practice techniques of tool use from films.	See film bibliography, esp. Sterling, Educational Films and Castle Productions	

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 1. Requirements for employment

CENTER OF INTEREST UNIT: b. Skills and assets needed

SUBUNIT: (2) Task performance

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Given a job title, student can list and evaluate his own abilities on necessary tasks.	Referring to work description sheets developed earlier, students list tasks of several types of workers. With teachers or business teacher's aid, students develop self-testing situations on these tasks. After sufficient practice students test each other for speed and accuracy and record evaluations on personal resume sheets. Periodic practice and retesting may be adviseable to assure test credibility and to allow for increased abilities. Suggested tasks are: 3/16" x 3/4" bolt assembly; marble sorting; dexterity board; use of scissors; use of knife; sorting screws; packaging marbles; bolt assembly board; ¼"x 2 " bolt and nut assembly; wrapping parcels, sorting nails; use of basic hand tools; ability to make change; filing by stock numbers, by numbers, by letter alphabetically, by simple words, by name, by address; sorting mail; use of telephone directory; janitorial work; laundry sorting; use of retail price list; mechanical reasoning, clerical speed and accuracy; simple repair work; food assembly and service. There are eleven main aptitudes needed for employment: verbal, numerical, spatial, form perception, clerical perception, motor coordination; finger dexterity, manual dexterity, eye-hand-foot coordination, color discrimination, intelligence.	*Aptitudes and occupations,* Coronet Films. Differential Aptitude Test-Mechanical Reasoning (Grade 12 norms and Grade 8 norms) Differential Aptitude Test-Clerical Speed and Accuracy (Grade 12 norms; Grade 8 norms) Minnesota Clerical Test-Number Comparison and Word Comparison.	
2. Given a work situation, student completes tasks to satisfaction of supervisor.	Before working on a task, teacher and students list all possible criterion on which to evaluate one's work. After completing tasks, each student is evaluated on these points by fellow students and teacher. If difficulties are encountered student analyzes his task until he finds the step which he cannot perform. Students role-play work situations where work is not done satisfactorially and worker is criticized and must		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 1. Requirements for employment

CENTER OF INTEREST UNIT: b. Skills and assets needed

SUBUNIT: (3) Education and self-care

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can discuss the importance of a high school diploma and of school-learned skills in getting and keeping a job. 2. Student demonstrates self-care and grooming skills regularly. 3. Student can explain the need in a job situation for grooming and self-care skills and a pleasant personality.	Students check over job description forms to determine what sorts of work require and which do not require high school diplomas. Vocational counselor or local employer speaks to class on the significance of a high school diploma to an employer. Each student reports to class what school-learned skills are needed for the jobs for which he is interested in applying. He relates this to his own school experiences. Class lists self-care and grooming skills considered important when seeking or holding a job. Students rate each other on self-care and grooming skills. If individual problems exist, teacher may conduct a class review of area or provide individualized instruction. Students role play work and school situations emphasizing the need for good grooming regularly. Pairs of students role play interactions with someone with a pleasant personality and another with an unpleasant personality. The relation to group cooperation, free communication and company image and morale is stressed. Class discusses the importance of courtesy and cooperativeness in work situations. Students discuss and role-play how to overcome or improve a bad situation.	Stay in school, Middleton Wi: Visual Education Consultan[illegible] Inc.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 2; Ways of getting a job

CENTER OF INTEREST UNIT: a. Letters of application and application forms

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can state the purposes of a letter of application to an employer.	Students discuss ways to apply for a job including a letter of application. Class examines several sample letters of application. Each student points out a good or bad letter writing technique. Student makes a list of new vocabulary words used. Class discusses the impression a letter can give an employer by the handwriting, grammar, neatness, completeness and clarity of information, etc.	See book, other material and films bibliographies **Vocational English, books I and II,** New York: Globe Book Co. **Success in language,** Chicago: Follett Basic Learning Program, Laubach, Kirk and Laubach, **Everyday reading and writing,** Syracuse, N.Y.: New Readers Press, 1970.	
2. Given several letters of application of varying quality, student can evaluate each, giving a reason for each judgment.	Class compiles a list of information which should be included in a letter of application. Given a sample job, each student lists the information to include in a letter of application for that job and writes the letter. In small groups, each person's letter is read and evaluated by others. From the suggestions, each student rewrites his letter and saves it as an example. Students practice spelling and using vocabulary used in applications.		
3. Student can write a good quality letter of application.	Students review above exercises. Each student writes three letters of application, one for each of three very different jobs. Small groups of students evaluate each other's letters. Each student writes a letter requesting an interview. Others evaluate and comment. Student saves a corrected copy as an example. Students review business letter formats, addressing an envelope and folding letters for insertion.	See above references	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can state the uses of application forms.	A group of students obtain sample application forms from local businesses to use as class examples. Class examines the samples noting similarities and differences. Students discuss why employer needs to know the information requested. Each student checks his own personal data sheet to make sure he has all the information needed. Business teacher or local employer speaks to class about the information and impressions which employers use to select an employee. He might compare the advantages of letters of application, application forms and interviews.	Sample application forms	
5. Student can describe the procedure for obtaining and returning an application form (1) by mail, (2) at a personnel office and (3) right before an interview.	Students dramatize various ways to obtain an application form. Students discuss manners, what to ask for, where and when to go, where to write, etc. Pairs of students role play an applicant and a secretary at a personnel office.		
6. Student can define all the terms used on an average application form.	As class examines several forms, each student records a definition for all vocabulary words. Students practice spelling and using these terms. Using his personal data sheet, each student completes a sample application form with assistance.	Hudson, Margaret W. and Ann A. Weaver, **I want a job**, Phoenix, N.Y.: Frank E. Richards Publisher	
7. Student can accurately complete a job application form.	Class evaluates each completed form for accuracy, neatness, legibility, following directions, completeness, honesty, overall impression. Pairs of students role play an employer reviewing an application form and asking the applicant questions. Each student tries to complete an application form without his personal data sheet as a reference. Class discusses any problems they had.	See book, other materials and film bibliographies. **Job application skill test.** Huntington, N.Y.: Special Service Supply Co.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
8. Given several application forms, student can point out similarities and differences among them.	Students play a competitive game to identify the most similarities and differences in a given time period. Students practice filling out several different forms to note similarities and differences. Class lists the differences and tries to guess the reason.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 2. Ways of getting a job

CENTER OF INTEREST UNIT: b. Personal contacts and interviews

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name a friend, a relative, a teacher, a friend of his parents and a counselor who can help him choose or get a job.	Class compiles a list of types of people who can help them choose or get a job. Each student copies this list and identifies people by name in as many categories as possible for his own use. Students suggest ways in which these individuals can help them. Each student tells how he would contact and ask help of one person on the list. Students role play personal contact situations.		
2. Student can state ways in which a personal contact will help him choose or get a job.	From experiences, class compiles a list of types of help they can expect to receive, e.g. an introduction to an employer, descriptions of types of jobs, act as a reference, suggest job vacancies, share job experiences, etc. Class discusses reasons why some of these people have job information, e.g. work at same place and know of vacancy, know someone who needs help, had a similar job experience. Class views and discusses a film on personal contacts. Students pair off to role play making personal contacts about jobs.	*ABC's of getting and keeping a job*	
3. Student can list reasons why a job interview is important from the employer's point of view and reasons why it is important for himself.	Class lists reasons why an employer would want to meet and talk with a prospective employee. Students with job experience relate their experiences concerning job interviews.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students suggest ways in which the employer will try to decide if the applicant should receive the job. Then each student suggests how to make himself an attractive applicant on these same points.		
	Pairs of students role play an interview and then discuss what they learned about the company and the job from the interview. Then each student suggests how he can get the most information of use to himself from the job interview.		
4. Student can name and demonstrate interview manners or etiquette.	Class reviews introductions, dress and personal appearance rules and basic manners.		
	Students with experience describe a job interview; what happens, what was he asked, how long did it take, did he sit down, how did he feel, did he fill out forms.		
	Business teacher or personnel officer from a local company speaks to class on the importance of a job interview. Class may invite them to conduct a job interview in front of the class.		
	Class views and discusses a film on job interviews.	See film and other material bibliographies	
	Pairs of students role play a job interview after which class makes comments.		
5. In preparation for a specific job interview, student can describe his qualifications for the job and write questions about the job he would ask in the interview.	Using job description sheets developed earlier, each student prepares for a job interview by reading the description, evaluating his qualifications and developing several questions about the job or working conditions which he should ask at the interview.		
	Teacher or counselor points out ways to use the want ad or job description to prepare for an interview.		
	Each student updates his personal data sheet to take with him to a job interview.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Other interview preparation suggestions include: learn all you can about the company; gather together and take all necessary papers; know what you have to offer; know why you want to work for the firm; be well-rested, well-groomed and confident; arrive early, go alone; bring a pen.		
6. Student can demonstrate the ways to apply for a job interview.	Class writes a model letter for job interview. Each student copies this for his own use. Class reviews how to address and close business letters and how to obtain complete address. Students role play using the telephone to ask for a job interview.	Laubach, Kirk and Laubach, **Everyday reading and writing.** Syracuse, N.Y., New Readers Press.	
7. Student can successfully role play a job interview.	Class reviews manners and appropriate behavior and dress for a job interview. Each student selects a want ad for which he wishes to interview. He applies for a job interview to which a fellow student replies in the role of employer. Both prepare for the job interview by writing questions they would ask. Both role play a job interview before the class which comments on it. Students tell possible interview situations and what they would do, e.g. arrived late, forgot legal papers or data summary sheet. Given several case studies of job interviews, students comment.	*"I want a job"* transparencies. Binghamton, N.Y.: United Transparencies, Inc. Dofin, Yvette, **Help yourself to a job, parts I and II.** Minneapolis: Finney Co. Turner Career Guidance Series, Chicago: Follett Pub. Co. See other material, books and film bibliographies.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 2. Ways of getting a job

CENTER OF INTEREST UNIT: c. Telephone contacts

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can list ways in which a telephone call can be used to find a job.	Students review the several ways of finding out about available jobs. Then they list ways of using the telephone to do them. Students list the types of information they need to know about a job before they know whether they are qualified to apply. Can all this information be obtained over the phone?		
2. Given materials, student can demonstrate finding the phone numbers of companies in the phone directory and properly dialing them.	Class reviews use of telephone directory. Students practice by doing alphabetizing exercises. Using telephone books, each student completes the phone numbers of factories and companies listed on a worksheet. Students discuss what to do if several phone numbers are listed for a company. Teacher stresses the importance of proper and accurate dialing of telephone.	**The phone calls you make.** Turner-Livingston Communication Series. Chicago: Follett Pub. Co.	
3. Student can list objectives of a telephone call, e.g. to be understood, to make a good impression, to gather information, to give information.	Students practice various telephoning situations and then discuss experiences. Class compiles a list of telephone techniques which would avoid problems they have encountered on the phone, including: speak clearly and distinctly, listen carefully, take notes, ask to speak with a specific person such as personnel officer. Two students dramatize these techniques for class.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can name and demonstrate telephone manners or etiquette.	Students view and discuss a film on telephone manners. Class compiles a list of telephone manners. Two students dramatize bad and then good telephone manners. Two students dramatize a phone conversation and other students point out good and bad manners employed. Students discuss what to do if company called has a switch board and if person called is not available.	Bell Telephone Co., film and Teletraining Kit	
5. Student can list questions to ask the employer about the job in a telephone contact.	Students refer to previous list of information needed about a job. Each student writes a list of questions to get this information and makes it into a form for use in the telephone contact. Students pair off to role play this part of a telephone contact. Class discusses experiences.		
6. Student can list and prepare answers for interview questions he might be asked by the employer on the phone.	Referring to the information list above, each student lists questions which the employer may wish to know about an applicant. Each student answers these questions about himself concerning several jobs. Students pair off to role play this part of a telephone contact. Class discusses experiences.		
7. Student can role play a telephone conversation to (a) set up an interview, (b) obtain job information, or (c) give interview information.	Students role play various job telephone calls with different purposes in mind, e.g. setting up an interview, obtaining job information, giving interview information about himself, leaving a message etc. Teacher tape records telephone contacts for each student to review his performance. Class discusses their experiences and how to improve their performance.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
8. Student can role play a telephone conversation to ask permission to use someone's name as a reference.	Class reviews importance of giving references when applying for jobs. Can this be done on the phone? What information must you give the person for him to decide? What information must you record about the person who will be a reference. Students pair off to role play this situation. Class discusses experiences and how to improve their performance.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 2. Ways of getting a job

CENTER OF INTEREST UNIT: d. Newspaper want ads

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can state the purpose of the classified section of the newspaper and in particular the want ads.	Students examine the classified sections of newspapers. Students list and define vocabulary words used often: buy, sell, want, hire, employ, trade, part-time, fulltime, temporary, permanent, job, position, etc. Students compile list of uses for want ads and who would make use of them in these ways. Teacher points out other sections of the newspaper which may give you similar information, e.g. business section, women's section, gardening or hobby sections. Class reviews other means of finding out what jobs are available: word of mouth, signs on factory window or bulletin board, community center or school information center.		
2. Student can locate the help wanted section in a whole newspaper unaided.	Each student looks through a whole newspaper. Class as a whole lists on board the clues to use in identifying the sections of the newspaper. Students practice finding the help wanted section.	Local newspapers	
3. Student can identify and interpret all the information in sample want ads.	Students select several want ads as examples. Class compiles a list of terms used in want ads and adequately defines them for vocational vocabulary lists. Class compiles a list of the types of information included in a want ad. Students discuss why all this information is necessary. By removing some details, does this confuse reader? Would you still know if you were qualified to apply?	**The jobs you get,** The Turner-Livingston Reading Series. Chicago: Follett Pub. Co.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can find want ads in which he is interested and for which he is qualified to apply.	Each student searches for want ads of interest to himself. He reads aloud those he finds and explains them to the class. Others ask him specific questions which he must answer based on the want ad.		
5. Student can write a want ad.	Each student picks a classroom job and lists the qualifications for filling it. He then writes a want ad. Others in the class read the ad and decide what the job is and if the ad is sufficient. Student writes a regular job description for the same classroom job. He points out similarities and differences in style, amount and type of information, length etc. between the ad and job description.	Schneider, Bernard, **Getting and holding a job**. Phoenix, N.Y.: Frank E. Richards Publisher.	
6. Student can explain the procedure followed to write and submit an ad to the newspaper.	A student calls the newspaper to find out the procedure for submitting and paying for an ad. Students compute the cost of running their ads.		
7. Student can explain procedures to use in answering a want ad.	Using a tape recorder or video-tape to review actions, students role-play employer or personnel officer and applicant for a job. Students discuss the pros and cons of telephoning about job, writing a letter and visiting the personnel office.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 3. Services and agencies that assist in job finding

CENTER OF INTEREST UNIT: a. School related services

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name school personnel who can help him choose and get a job.	Vocational counselor or teacher explains what school services are available to help him choose a job of interest, evaluate his skills and apply for a job. Local Vocational Education Counselor can: solicit aid from businesses, keep a list of full and part-time jobs available, test and advise students of abilities and course needs, arrange for training or work-study schedules, help investigate post-secondary training courses, arrange for financial assistance for training, counsel on the job, arrange for job sampling, etc. Vocational counselor explains the Capstone Program if it is in operation in the district. Students with job experience relate how school personnel were involved. Each student lists school personnel, how they can help him and how and when to reach them which he records on his personal data sheet.		
2. Student can state a job training aspect of each of his current classes.	Each student lists his current courses on paper, skills learned in course and an appropriate job for which this is a requirement. Class compiles a list of interesting jobs, skills required and in what school courses they learn them. Students point out if a school counselor advised them on their schedules. What courses were recommended and for what reasons?	Brochard, John H., **School subjects and jobs.** Science Research Associates. **Careers without college.** Wisconsin State Employment Service.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student completes a school testing program and is counseled on the results by a vocational or teacher counselor.	Vocational counselor speaks to class about the purpose and procedure for testing. He shows class sample tests, reviews the directions and completes some sample questions. He explains how testing points to abilities and deficiencies in one's educational background. He should also review skill tests that are directly job related and their usefulness.	See book and other material bibliographies. **Find your job** (book series) Minneapolis: Finney Co. **I want to be series,** Richtext Press.	
4. Student carries out procedure to request job availability information from the vocational counselor.	Vocational counselor or teacher explains how the list of full and part-time jobs is compiled and updated with the help of local businesses. Teacher or counselor explains what material may be useful to them and how to arrange to see it.	**Guidance series booklets,** Chicago: Science Research Associates. WISC materials, DPI.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary Level

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 3. Services and agencies that assist in job finding

CENTER OF INTEREST UNIT: b. Public employment services

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name and locate on a map the public employment agencies in the area.	Teacher or vocational counselor explains the purpose of employment services offered by the state. Students look up and list all public employment agencies listed in the telephone directory. Each student traces the route and mode of transportation he would take from his home and from school to visit each of the agencies. Students locate newspaper ads by public and private employment agencies and business want ads and compare their style, content and information. Students compile a list of other public agencies which might help them choose or get a job.	Telephone directory listed under Wisconsin, State of and Employment in white pages and Government and Employment in yellow pages.	
2. Student can state and explain services of a public employment agency.	Public agency representative speaks to class about the purposes, services and materials offered by a public employment agency. Class takes a field trip to public employment agency. From the materials and information gained, a group of students makes a display on services. Each student investigates a service of the public agency and reports on it to the class.	Materials from State Employment Agency.	
3. Student can explain State Employment services of immediate usefulness to himself.	Vocational counselor speaks to class on those public services of use to the students now and in the near future. Class discusses when to use the services of the public agency: lay-offs, losing job, unhappy with job, want higher wages, more training or new location.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can list and demonstrate the use of informational services available from the public self-service center. (Posted wage law, Job Corps information, recent job openings, occupational outlooks).	Several students role play a situation in which the worker decided to make use of public services. Class takes a trip to the public agency self-service center. Teacher points out how to locate and use the information there. Students examine samples of the material in class and demonstrate how to use it. Individuals are assigned to gather more information about Job Corps, wage laws and occupational outlooks and report to class.		
5. Student can demonstrate the proper way to use job folders.	Students examine samples of these materials and practice their use. Teacher or vocational counselor can point out clues as to how to make the best use of these materials. Each student searches for information on a specific job, copies information he needs to keep and registers his selection in a sample registration book.		
6. Student can write a good quality letter to the Wisconsin Employment Service inquiring about job placement in his area and around the state.	Class reviews business letters and compiles a list of all information which should be included in the letter. Each student writes a letter. Class compares letters and writes a composite letter. Each student copies this letter for his own use later. One copy of the letter is mailed. Class discusses the format and content of the reply. Students use WISC material for obtaining information about specific jobs.	**Vocational English, book I and II,** New York: Globe Book Co. Laubach, Kirk and Laubach, **Everyday reading and writing.** Syracuse, N.Y., New Readers Press, 1970.	
7. Student can complete a W.S.E.S. application form and ID card.	Class reviews usefulness of and procedure for filling out application forms. Each student updates his personal data sheet if necessary.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Students discuss and fill out a W.S.E.S. application form together. Then each student completes one himself. A student investigates and reports to class on the need for and procedure for getting an ID card. Each student fills out an ID card. Pairs of students role play correct and incorrect manner of asking receptionist for an application form and an ID card form.		
8. Student can role play an interview at a public employment agency.	Class lists the personal data and legal papers which a student should have when he is interviewed. Class reviews introductions, asking questions, personal appearance and general attitudes and manners to use in an interview situation. Students role play counselor or interviewer and applicant. Others critique performance. A student reports or tape records an actual interview. Class listens to and critiques the interview.		
9. Student can name a job he is interested in which requires a civil service examination.	Vocational counselor explains the civil service system and points out jobs for which members of the class might wish to apply. He also explains which jobs require a civil service examination and interview. Students examine sample examinations. A student checks out of a public library the civil service examination review book. Class examines this and practices the directions and questions.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: B. Understands about choosing and getting a job

AIM: 3. Services and agencies that assist in job finding

CENTER OF INTEREST UNIT: c. Private employment services

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name and locate on a map private employment agencies in the area.	Class compiles a list of all private employment agencies from the telephone directory. Each student traces the route and mode of transportation on a map to each of these agencies.	Telephone directory, city map	
2. Student can identify the types of private agencies.	Students cut out and compare ads of public and private employment agencies and business want ads. Students investigate each private agency listed and then categorize them by similarities. Some students make a display of agency information.		
3. Student can explain why private agencies charge a fee for their services.	Private agency representative speaks to class about purpose and functioning of a private agency. He explains fees and the contract if required. Students examine the contract carefully and discuss the obligation involved in signing it. Class discusses how to fill out the contract and any other application forms of the agency.		
4. Student can state ways in which private and public agencies differ.	Each student makes a chart comparing public and private agencies on services, clientele, procedures, fees, obligations, etc. Class compiles a composit comparison chart from these individual efforts. Representative of private agency compares his services etc. with that of a public agency. Students examine qualifying exams of a private agency and compare these with those of a public agency.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
5. Student can list limitations of private agencies.	Students review comparison chart above and check off those that would limit their use of private agencies. Teacher or vocational counselor speaks to class on the limitations of using a private agency.		
6. Student locates an ad by a private agency in a local newspaper and writes an appropriate letter in response.	Class reviews finding ads in newspapers and interpreting abbreviations etc. Each student locates three ads about jobs in which he is interested in applying. He lists the qualifications for the job and checks off his abilities. Class reviews writing business letters. Class makes a composite letter and a list of information which must be included. Refer to 7B2a activities.		
7. Student can name and locate local facilities other than public and private employment agencies which render employment placement services.	Students investigate other employment services (including community centers, opportunity centers, churches, etc.) in the area. Class compiles a list of these and locates them on a map. Teacher or vocational counselor leads class discussion on why some businesses have their own employment offices. Some students visit a business employment office requesting sample materials and report back to class. Business representative discusses his company's need for a personnel office.		
8. Given a list of job titles, student states whether to use a public or private employment agency and a reason for each judgment.	Using the comparison chart above, class lists jobs which are best applied for directly or through some type of agency. Vocational counselor comments on their selection.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: I. Rights of the worker

CENTER OF INTEREST UNIT: a. Labor and trade unions and working conditions

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can define a labor union and a trade union and give examples of each.	Class compiles a list of local unions from the telephone yellow pages. Using a master letter, each student picks one union to write to requesting information. Class reviews business letters. Students make a poster or display from the materials collected and individuals make reports to class on various aspects of labor and trade unions. Vocational counselor or local labor union representative speaks to class on the history and present role of labor unions.		
2. Student can name occupations requiring union membership.	Vocational counselor speaks to class about open and closed shops and the power of unions. He explains the effect of unions and professional associations on occupational and licensing requirements. Class compiles a list of occupations which require union membership.		
3. Student can list the steps for joining a union.	Labor union speaker explains the procedure for joining a labor union. Likewise for trade unions. Students fill out sample forms and role play the procedure for joining a union. Each student selects a job he is interested in and tells class whether or not he would need to join a union.		
4. Student can name the three stages of training in a trade union, i.e. apprentice, journeyman and master.	Vocational counselor describes to the class the training stages in a trade union. Class writes a master letter to obtain information about trade unions. Each student picks a trade union		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	and writes a letter requesting information about training, probation periods, wages and duties. Student reports to class what he finds out. Students compare and contrast the wages, skills, duties, training and status of trade union members at the various stages.		
5. Student can describe obligations a member owes to his union.	Class defines related vocabulary: dues, negotiations, strike, steward, scabs, grievance, pickett, etc. Each student reports the amount of dues and what it is used for of the union he investigated above. Vocational counselor explains to class about union contracts, periodic negotiation of terms and possibilities for strikes, esp. of local unions. Students give examples of friends or relatives who have gone out on strike. One such person could speak to class on his experiences. Vocational counselor or local labor representative explains the union principle of "one for all and all for one" and other union obligations.		
6. Student can describe situations in which unions will help the worker.	Labor union representative explains the worker benefits of union membership, e.g. strength in numbers, improving working conditions, negotiating wages and fringe benefits for all, help if lose job, special rates on insurance, etc. Students role-play some of these situations. Students interview union members about why they joined and what benefits they have received. Vocational counselor speaks to class about the advantages and disadvantages of union membership. Class views and discusses a film on labor and trade unions.	See film bibliography.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
7. Given a series of industrial photographs, student identifies working conditions and safety practices.	Class discusses and compiles a list of various working conditions. Each student asks his working friends or relatives to describe their working conditions. He reports this to class. Students make a poster of various working conditions. Class reviews safety practices and makes a poster about industrial safety practices. Class takes several field trips to different local business e.g. factories, construction sites, stores, office buildings. After each trip, each student names a job he observed and the related working and safety conditions he saw. Using labor magazines and industrial journals, students collect pictures and practice identifying working and safety conditions. Class role plays some of these conditions. Each student evaluates his own ability to work in large or small groups, noise or quiet, indoors or outdoors, sitting or standing. Students relate safety and working conditions to the clothing requirements of various jobs, e.g. waitress-hair net; construction worker and miner-hard hat and coveralls; mechanic-coveralls; machinist-goggles etc.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: I. Rights of the worker

CENTER OF INTEREST UNIT: b. Employee employer relationships and wages

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can name responsibilities of an employer to his employee.	Vocational counselor or local employer speaks to class about the obligations of an employer to his employees. Each student lists these. Using various jobs, each student notes differences in the way an employer would carry out these responsibilities. Class defines related vocabulary: working hours, working conditions, minimum wage, insurance, fringe benefits, raises, promotions, etc. Students role play an employer explaining the benefits available from his company. Class role plays or actually conducts a business operation as a project. Various roles are assigned and instructive situations are introduced by the teacher. Afterwards class discussions analyze what happened and why.		
2. Student can explain the necessity for supervision, work evaluation and training, and communication with employer on a regular basis.	Student employer tries to improve worker productivity by more supervision, training or communication. Students role play variations of these situations and discuss how the employer and employee each feel about the roles of giving and taking criticism and instruction. Class views and discusses tapes on personal interactions and job interviews on the job. Class lists the purposes of supervision etc. Each student contributes an example where this is imperative for a job to be completed. A former student visits class to discuss his experiences on the job. Vocational counselor discusses the value to the worker of supervision and training, etc.	**The World of work** (20 tapes), Educational Systems for Industry. **Job experience kits**, Chicago: Science Research Associates. See film and other material bibliographies also.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student can state ways in which a worker may earn a raise or promotion.	Class defines raise and promotion and each student tells an example of a friend or relative who has received either. Class lists the reasons for these rewards. Are these beyond doing the job adequately? Vocational counselor or local employer speaks to class about ways to earn a reward, requirements for promotion to another job, merit raises within a job, job ladders and upward mobility. Students note parallel situations in their school and home life.	See film and other materials bibliographies. **The World of work,** Educational Systems for Industry. Brochures from United Fund, Social Services, etc.	
4. Student can role play situations in which an employee is fired from his job.	Class views and discusses a film or tapes on doing a job well. Class defines being fired and being laid off. Each student gives an example of a friend or relative who has been fired, put on probation or laid off. Class lists the reasons given for these actions. Vocational counselor or local employer speaks to class about reasons for being fired or laid off, including economic slumps. He also lists what the worker can do. Students note the differences and similarities of job failure and of school failure.	*Anatomy of an accident,* Wisconsin Telephone Co.	
5. Student can define the term minimum wage and state what the current rate is and who is covered.	A student writes to the state employment agency on behalf of the class requesting literature on the minimum wage. He reports to class. Students make a poster showing what jobs are and are not covered by the minimum wage law. Each student practices making a monthly budget using the minimum wage and a part-time job as the basis. Class reviews computing hourly wages etc. Vocational counselor speaks to class on the origin and purpose of the minimum wage law.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: I. Rights of the worker out of a job

CENTER OF INTEREST UNIT: c. Unemployment compensation

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can briefly explain what the unemployment compensation benefit program is.	Vocational counselor briefly outlines the purpose of unemployment compensation. Class writes a letter together requesting information about the program from a local agency. Students give reports on materials received. Students make a poster illustrating the benefits and provisions of the program. Each student computes the benefits by the month of eligible recipients under varying conditions provided by the teacher. Each student prepares a monthly budget based on this income. Each student computes the gross pay of a worker receiving the minimum wage for a 40 hour a week job and compares the two incomes.		
2. Given a number of situations, student can correctly identify those workers who are eligible to receive unemployment compensation.	Class compiles a list of reasons why a person might need unemployment compensation. Class lists the eligibility requirements on the board. Each student makes up an example of a worker's employment situation and the others decide if he is eligible. Students role play situations in which they would be eligible for unemployment compensation. Class defines and uses related vocabulary.		
3. Given a number of situations, student can correctly identify those workers who are not eligible to receive unemployment compensation.	Class reviews eligibility requirements and lists disqualifying conditions, e.g. dishonesty in reporting reason for unemployment, refusing a job offer without good reason, loss of job due to labor dispute or pregnancy.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can list the two papers needed to file a claim and the procedural steps for filing.	Students role play some of these situations. Class discusses dishonesty in applying for aid. Representative of unemployment agency speaks to class about how to apply for aid. He displays and fills out claim forms. Each student copies the procedure and name and address of specific contact person on reference card for wallet. Each student completes a claim for filing. Students find address of agency and trace the best route from school to the agency. Students copy a sample work record and make up one of their own which would qualify them. Class discusses why you need a work record. Teacher points out the connection between each person's social security card and the unemployment compensation program.		
5. Student can name the penalties for fraudulent claims.	Class lists the four penalties for fraudulent claims on the board. Class defines fraud. Students discuss why benefits could be discontinued and past fraudulent benefits recovered. Class discusses the effect on the worker and his family of receiving any of these penalties.		
6. Student can demonstrate responsibilities connected with receiving unemployment compensation.	Vocational counselor explains the responsibilities of a recipient of unemployment compensation, i.e. effort to find a job, honest reporting of wages earned during benefit period and keeping a record of benefit checks. Class discusses why these conditions are necessary. Given sample data, each student makes a record of wages and benefit checks. Students role play carrying out these responsibilities and the consequences of not doing so. Class reviews ways to find a job.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
7. Student can name organizations that you can go to for help should you need it.	Class makes a list of helpful organizations, e.g., Salvation Army, Red Cross, Community Relief Agencies, ADC, UNICEF, Welfare, Rescue Mission, St. Vincent DePaul, Churches, Family Service, City Health Bureau, Welfare Bureau, Goodwill Industries, United Fund. Class invites a representative of the local United Fund or other charitable agency to discuss that agency's work. Students discuss how each organization could help them.		
8. Student can give examples of situations that could qualify a person for assistance from charitable organizations.	Class discusses when people need help, e.g., fire, flood, explosion, tornadoes, war, personal illness, personal accident, death of head of household or near relative, orphans, hurricanes. Class discusses what needs to be done to help these people. Class discusses: Where does the money come from that is used to help these people? Who gives the money and why is it given?		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: 2. Benefits available to the worker

CENTER OF INTEREST UNIT: a. Social security, insurance plans and sick leave

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student independently acquires a Social Security number.	Teacher takes a poll to see how many students already have a social security card. Those with them explain to class why and how they got them. A student writes on behalf of the class to the local social security office for information. He reports to class on application procedure. Each student locates the address of the local social security office in the telephone directory and traces a route on map there from his home and school. Students role play procedure for obtaining card. Class reviews filling out application forms.	telephone directory, local map	
2. Student can identify benefits social security provides.	Student obtains information pamphlets about purpose and deduction system from local office. He reports to class. Class views filmstrip about social security. Class lists types of benefits and groups who receive benefits, e.g. retirement, disability, survivors. Students role play types of recipients. If students or their families are already receiving social security benefits, they explain circumstances and amount of aid to class. Students examine paycheck receipts noting the abbreviation FICA and amount of regular deduction. Each student computes some gross pay and deductions arithmetic problems. Vocational counselor or agency representative explains the payroll deduction system and answers other class questions	*A matter of business,* Edu-craft **Getting a job,** Phoenix, N.Y.: F.E. Richards Co. *What you should know about social security?* Middleton, Wi.: Visual-Education Consultants, Inc.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student can name situations in which he would need his social security number.	Class compiles a list of situations in which they might need to know their social security number, e.g. job application, insurance forms, unemployment compensation, bill of sale, training school admissions. Vocational counselor explains to class why the social security number is used consistently. Class reviews procedure for replacing a lost social security card. Each student records his number on his wallet identification and data cards.		
4. Student can state the purpose of insurance programs and can list the types.	Class defines insurance emphasizing protection. Using telephone yellow pages, class compiles a list of possible types of insurance. Each student writes a letter requesting information from a local insurance company using a master letter format. Vocational counselor or local insurance representative speaks to class on insurance provisions and procedures. Students make poster of types of people who need various insurance programs. A local business representative speaks to class about company insurance benefits for their workers. Students examine sample insurance policies and list vocabulary words. Vocational counselor discusses the economics of insurance policies and what are minimal coverage policies. Students collect and discuss magazine and television ads by various insurance companies. Vocational counselor explains the Old Age and Survivors Insurance program.	Lawson, Gary, **Everyday business.** Sacramento, Ca.: Cal-Central Press sample insurance policies	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
5. Student can define sick leave.	Students role play what happens when a worker becomes ill while on the job, must stay home in bed, must leave a job due to pregnancy or long-term illness, etc. Vocational counselor comments on the student role playing and explains the wide variety of possible company policies. Students give examples based on family or friends' experiences.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: 2. Benefits available to the worker on and off the job

CENTER OF INTEREST UNIT: b. Pensions and retirement plans

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can define retirement and pension.	Class defines and gives examples of people who are retired or on pension, including being retired but still working. Each student selects a job or industry of interest to him and investigates the usual or forced date of retirement and company pension plans if any. He reports on this to class. Vocational counselor explains pension programs including what happens to the money until it is paid out. Students role play reasons for retirement and discuss.		
2. Student can list means of providing for financial security prior to retirement.	Class compiles a list of retirement provisions: company pension plans, government plans, regular savings, investments, annuities, etc. Each student investigates one of these measures and reports to class. Vocational counselor speaks to class on the advantages and disadvantages of the various means to reach financial retirement security. Students discuss other means of support for retired people, e.g. relatives, neighbors, welfare etc. Students compare a budget for a worker and one for a retired person, including possible increased medical and special diet items.	Pamphlets from local industries, savings banks, investment brokers, Army recruiting office, etc.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student can role play an emotionally well-adjusted and an emotionally poorly-adjusted retired person.	Students role play retired people they know. From this they list the characteristics of the happy and the sad retirees. They list how retirees spend their time. Vocational counselor leads discussion about why the sudden change from working to retirement may create unhappiness and how individuals can prepare for retirement to avoid boredom and inactivity.		
4. Student can state reasons why company pension plans are an important consideration when choosing a lifetime job.	Class writes a master letter seeking information about company pension plans. Each student uses this to write to company of interest to him. He reports to class on the information he receives. Students compare the various pension plans and discuss the advantages and disadvantages of each.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT: a. Obligations to employer

SUBUNIT:

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can list reasons why his employer expects him to be on time.	Vocational counselor or local employer speaks to class on worker obligations to an employer.		
	Class compiles a list of reasons why the habit of punctuality is important in any situation.		
	Students compare and contrast student-teacher to employee-employer obligations about punctuality. Teacher comments on what he and the school system expect from students.		
	Class discusses what excuses for tardiness are acceptable and which are unacceptable in each situation.		
	A student investigates possible penalties for tardiness in various jobs.		
	Given an hourly wage and a work situation, each student computes the financial loss for tardiness.		
	Class visits a factory and watches the use of a time clock. Students examine a punched time clock card and discuss its function.		
	Class views and discusses a filmstrip on job obligations.	See film bibliography	
2. Student can explain reasons why his employer expects him to take proper care of tools and equipment.	Student group investigates the monetary value of tools equipment in various jobs using industrial magazines and catalogs.	Industrial magazines and catalogues	
	Vocational counselor or local employer explains the financial responsibility for tools checked out to individual workers. Speaker deferentiates between routine maintenance and careless breakage.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Given a series of negative work habits, student can recommend steps to correct each.	Students suggest parallel obligations in home and school situations. Shop students and home economics students demonstrate the transfer of school training with equipment to the handling of job equipment. Vocational counselor leads class discussion on "A day's work for a day's pay." Class compiles a list of bad school and work habits. Each student picks one and describes steps to improve behavior. Bad work habits to consider include: carelessness, non-cooperation, laziness, tardiness or absence without cause, dishonesty, attention to outside interests, lack of initiative, lack of ambition, disloyalty, improper grooming, self-satisfaction, irresponsibility, unadaptability, troublemaking, sullenness, conceit, sarcasm, tactlessness, argumentativeness. Students role-play problem situations resulting from the suggested bad work habits and various ways to resolve problems. Students illustrate good versus bad work habits on posters. Individuals role play these habits and others comment. Class compares and contrasts classroom atmosphere with job atmosphere concerning work habits. Social worker or personnel or guidance counselor speaks to class about interpersonal problems at work and how to resolve them. Students record names and how to contact personnel who might help him in a similar situation. With help of vocational counselor, students develop self-evaluation scales and other evaluative measures of performance productivity, personal growth and social ability.	Hudson, Margaret and Ann Weaver **Getting ready for pay day** Phoenix, N.Y.: Frank E. Richards Pub.	

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Class discusses adjustments one must make on a new job, including, how to get along with all sorts of people, regular and irregular schedules of work hours, long hours of confinement, standing, sitting or walking all day, submitting to authority, working without supervision, etc.	*Men at work* and *New employee and fellow workers,* McGraw Hill. *Pre-vocational program.* Educational Projections Corp. See Film bibliography description.	

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT: b. Obligations to self and fellow workers

SUBUNIT: (l) Health, safety rules, and personal interactions

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can demonstrate how physical fitness is related to worker productivity in several jobs.	Using job descriptions, each student lists the physical aspects of several jobs in which he is interested. Then he relates these physical aspects to similar aspects of his daily activities and evaluates his ability to perform the jobs. Class discusses experiences with stamina, tension, rest periods, regular bedtime hours in relation to school activities, social functions and work. Students who work discuss their experiences. Students compare attendance records of workers to demonstrate their relationship to achievement. Students suggest ways in which they can improve their physical fitness, health, diet and rest and relaxation schedules to prepare for the strains of additional hours of work.		
2. Student can name physical fitness and safety training aspects of his current school work.	Class compiles a list of all school courses they are taking and then each student volunteers physical or safety training aspects of these courses. A few students investigate and bring back to class a list of school shop safety rules and school room and hall safety rules. Class relates these rules to conditions at a job and in the community at large. Why are these rules necessary? Are they observed? Students make a poster showing unsafe versus safe working conditions. Students role play what would happen without rules.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
3. Student can list safety practices for jobs in each of these situations: office or store, construction or outdoor work and factory.	Students form groups on the three main areas and investigate safety practices in the area. Each group makes a poster or gives a report on these safety practices. Each student searches newspaper for reports of industrial and other work accidents. Class reviews labor laws for minors and the definition of hazardous working conditions.	*Common signs of community service and safety.* Dunuba, Ca.: Fern Tripp. safety signs in packet.	
4. Student can demonstrate situations showing the relationship between courtesy and safety.	Students discuss situations where courtesy and safety are interchangeable actions. Some students make a poster depicting these situations while others role play each situation in an unsafe and discourtesy manner and then in a safe and courteous manner. Students with physical handicaps discuss any special safety hazards they encounter and acceptance of their handicap by others.		
5. Student can write a paragraph on personal costs of accidents.	Students survey local industries and unions and contact health insurance companies about the most common work accidents. Class compiles a list of these and discusses possible causes of accidents, length of time to recuperate, costs, etc. Each student finds a newspaper article or questions his working peers or relatives about job accidents. Each reports to class. Those who know accident victims tell what happened and how long it took to recover. Vocational counselor reports on the costs in time, money and inconvenience to the worker and his boss of a work accident.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
6. Student can role play situations revealing personal interactions on the job.	Students who work share personal interaction experiences such as at coffee or lunch break, wash-up time, asking for help, union or staff meetings, or company social functions. Groups of students role play workers and supervisors in personal interactions. Students discuss bad work interactions such as practical jokes, goofing off, telling lies or spreading rumors, etc. Teacher introduces several work conflict situations. Class discusses various ways to resolve the conflict, what to do if involved and who can help. Students role play workers and supervisors in various suggested situations.		

PLS. No. 7 Learning to earn a living LEVEL: Secondary

OBJECTIVE: C. Understands about working on the job

AIM: 3. Responsibilities of the worker

CENTER OF INTEREST UNIT: c. Obligations to the government

SUBUNIT: (l) Income taxes

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
1. Student can explain the purpose of income taxes (federal, state and/or local).	Teacher leads class discussion of taxation and specifically of income taxes at the federal, state and local levels.	Lawson, Gary D., **Everyday business**. Sacramento, Ca.: Cal-Central Press.	
	Each student writes a question he would like answered. Then the class makes a composite letter and sends it to the local tax office. The reply is discussed.		
	Class compiles a chart about who pays, for what, how paid, when, who is exempt, etc.		
2. Student can state the two methods by which income taxes are deducted, i.e. payroll deductions and lump sum refund or payment by April 15th.	Vocational counselor or teacher explains the deduction system and filing of income tax information early in the year.		
	Students examine payroll deduction slip. Each student computes several wage problems noting other deductions.		
3. Student demonstrates step by step procedure for filing income tax form.	Students examine sample income tax forms and deduction schedules. A tax representative explains the system and works out several sample income tax form problems.		
	Class defines related vocabulary: deduction, withholding, 1040A tax form, deadline, Internal Revenue System, filing, W-2 and W-4 forms, tax credit, tax schedule, etc.		
	Class compiles a list of all steps for filing return. Students role play each step and discuss its importance.		
	Each student lists income information which is needed to complete form. Teacher points out how to obtain this information and how to record or save it for tax and other purposes.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
4. Student can fill out a sample income tax return form, given the necessary income information.	Together class fills out a sample income tax return. Teacher provides various income data and situations. Each student practices filling out income tax return. Teacher checks for signature and date. Students list all commercial and public agencies which will assist the individual in filling out the form.		

Appendix A

[1] A complete listing of these publications is available from Publications Order Service, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

[2] A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded, Bulletin No. 0-58, Division for Handicapped Children, Wisconsin Department of Public Instruction, Madison, Wisconsin, 1970. $2.00.

[3] Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded, Bulletin No. 0-60. Division for Handicapped Children, Wisconsin Department of Public Instruction, Madison, Wisconsin. 1970. $.50.

[4] Further information regarding the organization and objectives of this project can be found in the following articles of the Division for Handicapped Children publication the "Bureau" Memorandum: K. Blessing. A Needs Approach to Curriculum Development Involving Prescriptive Teaching, Vol. XI, No. 2, December 1969; T. Stockton, Same Song, Second Verse, Implementing the EMR Curriculum: Phase II, Vol. XII, No. 2, December 1970; V. Contrucci and T. Stockton. State EMR Curriculum Project Survey, initial report, Vol. XIII No. 3, Spring 1972; and V. Contrucci and T. Stockton. State EMR Curriculum Project Survey, Vol. XIII, No. 4, Summer 1972.

[5] Learning to Manage One's Money: A resource guide for implementation of the State Curriculum for the Educable Mentally Retarded. Bulletin No. 1451, Division for Handicapped Children, Wisconsin Department of Public Instruction, Madison, Wisconsin. 1970. $.75.

[6] Physical Education Curriculum for the Mentally Handicapped, Bulletin No. 2101, Division for Handicapped Children, Wisconsin Department of Public Instruction, Madison, Wisconsin, 1971. $1.50.

[7] Music Curriculum for Educable Mentally Retarded. Title VI-Music Laboratory, Weisberg Center, Cooper School, Superior Public Schools, Superior Wisconsin. June 1972.

[8] Recreation-Environmental Occupations for Exceptional Students. Nels P. Evjue Memorial Forest Outdoor Laboratory, Merrill Area Public Schools, Merrill, Wisconsin.

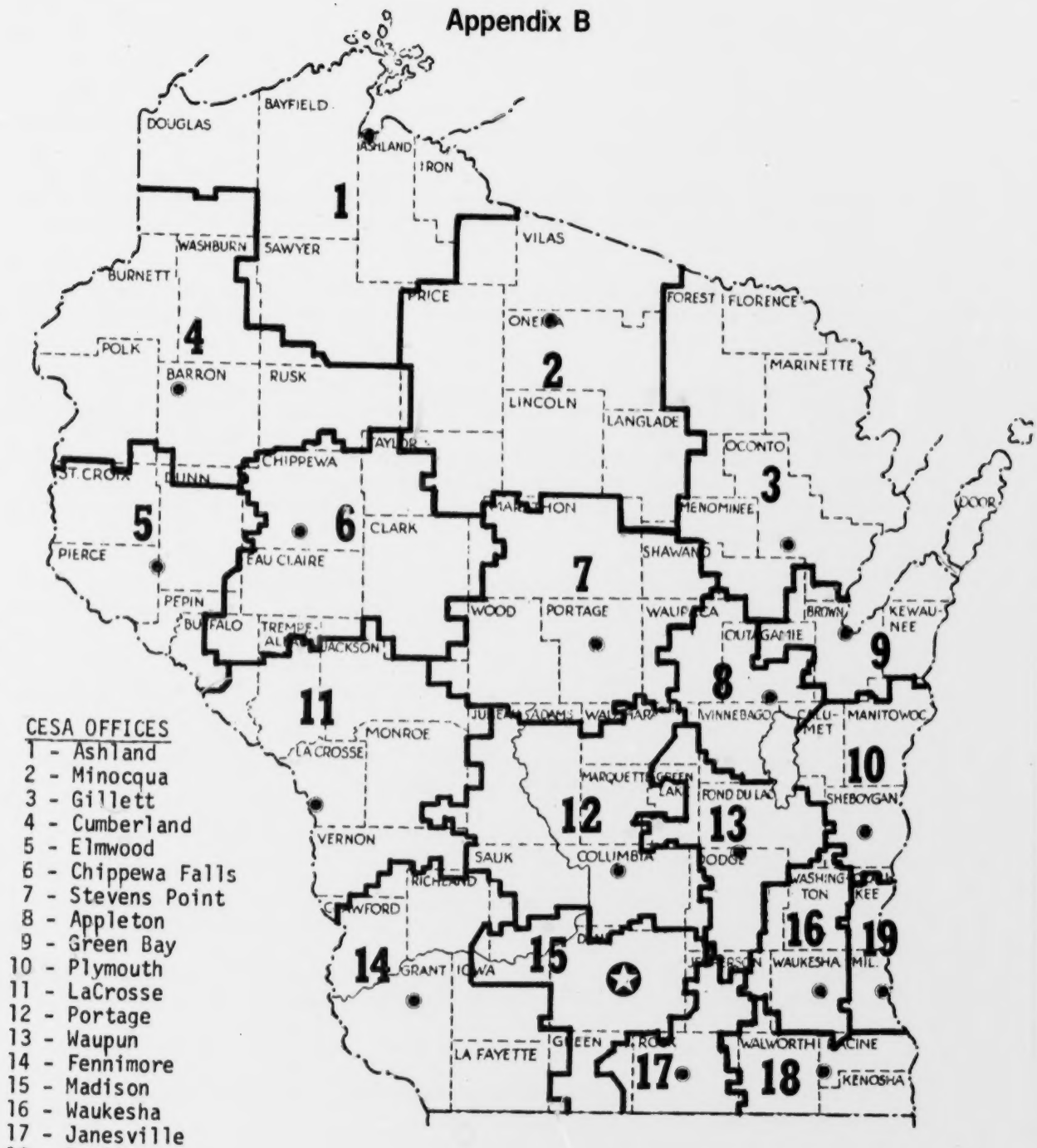
[9] Resource Lesson Plans for the Mentally Retarded, Persisting Life Situation No. 2, Learning to Understand Oneself and Get Along With Others, and No. 7, Learning to Earn a Living. Omro Public Schools. 1972.

[10] Physical Education for the Mentally Retarded, Persisting Life Situations No. 5, Learning to Keep Healthy, and No. 10, Learning Wise Use of Leisure Time. Sheboygan County School for Special Education.

[11] Arithmetic Curriculum. Riverview School, Manitowoc County. Revised Summer 1972. $1.50.

[12] A Guide for Reading Skills, related to Persisting Life Situation No. 1, Learning to Communicate Ideas. Cooperative Educational Service Agency No. 5, 1972.

Appendix B



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Wisconsin

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DIRECTORY OF
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Milwaukee, Wisconsin 53208
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For further information please contact one of the Centers listed or

Mr. Kenneth McMahon
Instructional Media Consultant
Division for Handicapped Children
126 Langdon Street
Madison, Wisconsin 53702
Area Code 608 - 266-7292

Bibliography

1. Books.....138
2. Films and filmstrips.....146
3. Other audio-visual materials.....168
4. Feedback collection.....173

The following pages include several bibliographies which may be useful to those using this resource guide. They are: (1) Book bibliography, (2) Films and filmstrips bibliography, (3) Other audio visual materials and (4) Feedback Collection evaluation tools. All materials in each bibliography were circulated for evaluation. Those rated *not appropriate* and *appropriate but poor quality* were dropped from this final listing. Where comments were not obtained the material is marked *not evaluated.* All given class grade levels refer to normal student abilities provided by the publisher unless otherwise stated.

The listing of books and instructional materials does not indicate endorsement of any materials or publishers by the Division for Handicapped Children. It is only a means of bringing to your attention recent or helpful materials. All requests for further information should be made directly to the listed source or publisher and not the Division for Handicapped Children. If you have the opportunity to evaluate any of these materials, send your evaluation to your local SEIMC.*

The format for each entry is:

Publisher.
Street address, City, State, Zip code.

Title. Author.
Date. Price. Grade level. Evaluation.
Description. Symbol identifying source of description.

*Appendix B

This is a sample of an evaluation format which we recommend using for consistency in evaluating any of the materials listed in the following bibliographies. This format can be reproduced locally. If you use any of these materials please send your comments to your appropriate SEIMC listed on page 133. If you teach in an area not covered by a SEIMC send your evaluations to Kenneth McMahon, Instructional Media Consultant, Room 628 Division for Handicapped Children, Department of Public Instruction, 126 Langdon Street, Madison, 53702.

Materials Evaluation

Publisher _____ **Approximate Level** _____
Name of Material _____ **Reading Level** _____
General Description _____

Please rate the following points:
1. **Pupil progress with material**
2. **Interest level for student**
3. **Can be used independently by student**
4. **Adequacy of teachers manual or instructions**
5. **Durability**
6. **Cost/benefit ratio (is it worth the cost?)**

	Excellent	Average	Poor	Does Not Apply
1.				
2.				
3.				
4.				
5.				
6.				

Book Bibliography

Addison-Wesley Publishing Co., Inc.
Reading, Mass., 01867

Job facts Adams, Charles and Samaria Kimball
Not evaluated.

Allen Co.
Box 1810, Center Sta., Cleveland, Ohio 44106

Campus work experience
Very appropriate
Kinds of jobs

Teenagers prepare for work
Applications for jobs, interview and other. Two different levels. Expendable workbook. Print is small. Appropriate

---

American Guidance Service, Inc., National Forum Foundation
Publishers' Bldf., Circle Pines, Mn. 55014

Discovering myself
1964. Secondary level. Very appropriate for teacher use.
One of a graded series of developmental guidance texts, teachers' guides and flip charts for class discussion. Includes meeting difficulties, disappointments, criticism, self consciousness, understanding, moods and impulses, relationships with others, the world of work, how much school for me, choosing high school electives, vocational guidance, etc. b.

Everywhere we go
Keyed to grade 4. Not evaluated.
Stories about boys and girls as they learn about new things, ideas, working and playing together, problem solving, looking at their behavior, learning to accept responsibility and learning gradual independence and self reliance. Classroom charts are available to coincide with chapters in book. b.

Guidance texts and charts
Secondary level. Not evaluated.
Series focus is on self-understanding, friends, school, groups, family, and education. b.

The people around us
Keyed to grade 5. Not evaluated.
Deals with personal development needs of pre-teen children and the environment of present day cultural complexity. Classroom charts are available to coincide with chapters in book. b.

Planning my future
1962. Grades 7-9. Not evaluated.
One of a series of graded guidance texts. Flip charts to stimulate discussion are also available. b.

Seeing ourselves
1965. Keyed to grade 6. Not evaluated.
This is one of a graded series of developmental guidance texts, teacher's guides, and flip charts for class discussion. It deals with what we know about ourselves, other people, school, families, friends, groups, jobs. b.

American Management Association
135 West 50 Street, New York, N.Y. 10020

A.M.A. book of employment forms
Miscellaneous. Very appropriate

American Trucking Association
1616 P Street, N.W., Washington, D.C. 20036

Trucking as a career
Pamphlets. Grades 4-6. Very appropriate.

Arco Publishing Company, Inc.
219 Park Avenue South, New York, N.Y. 10003

Career guidance series: your future in ---
$59.95 - 40 titles. Grades 7-9. Not evaluated.
The Arco-Rosen series of career guidance books updated and now available in paperback. b.

Benefic Press
10300 W. Roosevelt Road, Westchester, Il. 60153

How people earn and use money.
Miscellaneous. Very appropriate.

Charles A. Bennett Co., Inc.
809 West Detweiller Drive, Peoria, Il. 61614

Managing livingtime
Miscellaneous. Very appropriate.

The Bruce Publishing Company
2642 University Avenue, St. Paul, Min. 55114

Focus (Discovery through guidance). by Charlotte Marie Bruck.
Grades 7-9. Not evaluated.
A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus. b.

Quest (Discovery through guidance). by Charlotte Marie Bruck.
Grades 7-9. Not evaluated.
A group guidance booklet for 7th graders with units on educational quest, social quest, personal quest, and vocational quest. b.

Children's Press
1224 Van Buren St., Chicago, Il. 60607

I want to be —— series.
Appropriate. Kinds of jobs.

Chronicle Guidance Publications
Morevia, N.Y. 13118

Chronicle guidance service
$46.50 per year. Grades 7-9. Very appropriate.
Includes occupational briefs, career adjustment posters, college information, professional articles of interest to counselors, etc. b.

Finding your orbit. by Haldman, Hoffman, Moore and Thomas.
1966. $1.00. Grades 7-9. Not evaluated.
Workbook helps students analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities. b.

Coward-McCann and Geoghegan Inc.
200 Madison Avenue, New York, N.Y. 10016

Police: skill and science combat crime. by Carroll B. Colby.
Revised edition 1971. $3.49. Not evaluated.

Smoke eaters: Trucks, training and tools of the nation's firemen. by Carroll B. Colby.
1954. $3.49. Grades 5-7. Very appropriate.

Trucks on the highway: Pickups, panels, flat beds, big rigs and special purpose cargo movers. Carroll B. Colby.
1964. $3.49. Grades 5-7. Very appropriate.

Continental Press, Inc.

Around the neighborhood (Set)
$3.50 per book. Very appropriate.
Set of books on helpers in the community. b.

John Day Co.
62 West 45th St., New York, N.Y. 10036

How to hold your job
Very appropriate.
Application for jobs and interviews and keeping the job.

Is my job for you? by Dic Gardner.
1962. $3.00. Grades 4-6. Very appropriate.
Interview with 15 workers on the job. b.

Dodd, Mead and Company
432 Park Avenue South, New York, N.Y. 10016

Behind the scenes at the airport. by Cooke.
Grades 4-6. Appropriate.

Modern American "career" women. by Eleanor Clymer and Lillian Erlich.
1959. Mature 5th and 6th graders. Appropriate.

What does a policeman do? by Johanna Johnston and Martin Harris.
1959. Grades 4-6. Very appropriate.

Encyclopedia of careers and vocational guidance, Vol. I and II. by Wm. E. Hopke.
1967. Grades 4-6. Very appropriate for teacher.

Doubleday and Company, Inc.
277 Park Avenue, New York, N.Y. 10017

The real book about robots and thinking machines. by Julian May.
1962. $1.95. Very appropriate as a general reference but vocabulary too high.
Discusses jobs that can be done by machines which replace men and how this changes our economic structure. b.

Farrar, Straus and Giroux Publishing Co.
19 Union Square West, New York, N.Y. 10003

Promise of the rainbow. by Rosalie K. Fry.
Very appropriate.

Story stresses the importance of each person as a unique individual. b.

Fearon Pub. Inc.
2165 Park Blvd., Palo Alto, Calif. 94306

Getting a job
Very appropriate.

Why a job, kinds of jobs, obtaining a job, places to go to find a job, applications and interviews, work permits and laws, special training, the paycheck.

Jerry works in a service station
Miscellaneous. Very appropriate.

J. G. Ferguson Publishing Company
Chicago, Ill.

Encyclopedia of careers
Grades 6-12. Not evaluated.
These are reference books (in two parts) designed to provide the student with career information on a general as well as specific level. The career information contains educational levels, job history, nature of the work, requirements, methods of entering, advancement, employment outlook, earnings, and working conditions. Covers 71 major career fields and 650 individual occupations.
Volume I Career Planning. Volume II Careers and Occupations. c.

Vocations in agriculture
Grades 7-9. Not evaluated.

Finney Company
3350 Gorham Avenue, Minneapolis, Mn. 55426

Find your job (Book series)
Grades 7-9. Very appropriate.
Designed to help slow learners, underachievers and students in special classes. b.

Occupational guidance
Grades 7-9. Very appropriate but expensive.
A series of 800 occupational briefs, including those of interest to job bound as well as college bound youth. b.

Occupational guidance series
Grades 7-9. Very appropriate but expensive.
Series of books designed to give vocational assistance to students. Workbooks are included to help them reach personal career decisions. b.

Follett Publishing Company
1010 West Washington Boulevard, Chicago, Ill. 60607

Anita Powers, office worker
Appropriate but high skills level.

Changing that job.
Very appropriate.

Getting that job
Very appropriate.
Obtaining a job, places to look for a job, applications and interviews.

Holding a job.
Very Appropriate.

The jobs you get
Very appropriate.
Applications and interviews.

Keeping that job
Appropriate.

Looking for a job
Very appropriate.
Places to look.

The Millers and Willie B., butcher, baker, chef.
Not evaluated.

On your own
Very appropriate.
The paycheck.

Paycheck
Very appropriate.

Service station attendant
Very appropriate.
Kinds of jobs.

Starting a job
Very appropriate.
Work permits and laws.

Training for a job
Very appropriate.
Special training.

Wanting a job
Very appropriate.
Why a job.

You and your occupation
Very appropriate. Importance of jobs, obtaining a job.

You and your pay
Very appropriate.
The paycheck.

What then, Raman? by Shirley L. Arora.
1960. Grades 4-6. Not evaluated.
Book develops positive attitudes toward learning. b.

General Motors Corporation
Detroit Mi. 48202

Can I get a job? Let's find out.
Free. Comic book approach. Very appropriate.

Guidance Associates, Division of Harcourt Brace Jovanovich, Inc.
Pleasantville, N.Y. 10570

Careers in depth series
Grades 7-9. Not evaluated.
Series of books to help students investigate a wide variety of careers. A self-evaluation test is a part of each book. b.

C. R. Gibson and Co.
Knight Street, Norwalk, Conn. 06856

Kindness is a lot of things. by Edith Eckblad.
1967. $1.95. Not evaluated.

Harcourt, Brace and World, Inc.
757 Third Avenue, New York, N.Y. 10017

School bell in the valley. by Natalie S. Carlson.
1963. Grades 4-6. Not evaluated.
Develops positive attitudes toward learning. b.

Harper and Row Publishers
2500 Crawford Avenue, Evanston, Il. 60201

Schools without failure. by William Glasser.
Very appropriate for teachers.

So you want to be . . . Series
$4.43. Grades 7-9. Appropriate.
Series of books on specific occupations.

Holt, Rinehart and Winston
383 Madison Ave., New York, N.Y. 10017

Did you carry the flag, Charley? by Rebecca Caudill.
1966. $3.50. Grades K-3. Not evaluated.

Use your head, Hildy. by May Justus.
Not evaluated.
Book stresses individual responsibility.

L.C. Johnson Press, Inc.
Rockford, Ill.

Occupational essentials: Skills and attitudes for employment. by David J. Richter.
1970 Third Edition.Appropriate for teachers.

Alfred A. Knopf, Inc.
501 Madison Avenue, New York, N.Y. 10022

At Daddy's office
Very appropriate.

Mommies at work
Very appropriate

Unusual careers. by Martha Mesnzer.
1962. Grades 4-6. Not evaluated.

J. B. Lippincott
East Washington Square, Philadelphia, Pa. 19105

Aviation from the ground up. by John Joseph Floherty.
Not evaluated.
Compare different occupations in and around an airport.

Mind your manners. by Betty Allen and Mitchell P. Briggs.
1964. $4.00. Very appropriate.

When I grow up by Lois Lenski.
Not evaluated.

Lyons and Carnahan Publishing Co., affiliate of Meredith
407 East 25th Street, Chicago, Il. 60616

Understanding your needs by Dana L. Farnsworth.
Not evaluated.

Mafex Associates, Inc.
Box 519, Johnstown, Pa. 15907

Mathematics for employment.
Very appropriate.

Main Cooperative Extension Service
c/o Department of Education, Augusta, Me. 04330

Let's explore your career
1968. Grades 10-13. Not evaluated.
Designed to assist young people in self analysis from standpoint of interests, ability and personality with relation to occupational choice. b.

McCormick-Mathers Publishing Co., Inc. subsidiary of Litton Publishing Inc.
450 West 33rd Street, New York, N.Y. 10001

Learning social skills - Interpersonal relations (Set). The Challenge Reader Series.
6 books. Non graded. Not evaluated.

McGraw-Hill-Whittlesey House
330 West 42nd Street, New York, N.Y. 10036

Planning your career by Robert Calvert, Jr.
Grades 7-9. Not evaluated.

David McKay Inc.
750 Third Avenue, New York, N.Y. 10017

All kinds of mothers. by Cecily Brownstone.
1969. $2.95. Grades K-2. Not evaluated.

McKnight and McKnight Publishing Company
U.S. Route 66 at Towanda Avenue, Bloomington, Il. 61701

Planning your future$1.20. Grades 10-12. Not evaluated.
Emphasizes those developmental tasks of later adolescence which coincide with or follow high school graduation. b.

Melmont Publishers, Subsidiary of Children's Press
1224 West Van Buren Street, Chicago, Il. 60612

Our friendly helpers by Elaine Hoffman.
1954. Not evaluated.

About school helpers; Family helpers; More friendly helpers by Elaine Hoffman and June Hefflefinger.
1955; 1954; 1954. Not evaluated.

Fathers at work; Women at work by Ruth S. Radlauer.
1959; 1958. Not evaluated

Julian Messner, Inc.
1 West 39th Street, New York, N.Y. 10018

Your career books
Grades 7-9. Not evaluated.
Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities. b.

William Morrow and Company Inc.
425 Park Avenue South, New York, N.Y. 10016

The janitor's girl by Frieda Friedman.
Not evaluated.
Book stresses person's unique individuality and the contributions each person can make to a total effort. b.

Tim and the tool chest by Jerrold Beim.
1951. Primary. Not evaluated.
Using tools.

National Association of Manufacturers of the U.S.A.
277 Park Avenue, New York, N.Y. 10017

Job reviews
Grades 7-9. Not evaluated.
Booklets provide information on entry jobs not requiring more than a high school diploma. b.

National Education Association
1201 16 Street N.W., Washington, D.C. 20036

Unfinished stories for use in the classroom
Not evaluated.
Used to develop decision making skills. b.

Ohio State Bureau of Employment Services
Columbus, Ohio

Choosing your occupation
Grades 10-12. Not evaluated.
The booklet is slanted to high school students about to enter labor market. Self-inventory included. b.

Random House School and Library Service, subsidiary of Radio Corp. of America
457 Madison Avenue, New York, N.Y. 10022

Careers in depth library
Grades 7-9. Not evaluated.
In-depth investigation of one career in each book. b.

Career wise kit
Grades 7-9. Not evaluated.
Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms. b.

Frank E. Richards Publishing Co.
324 First Street, Box 370, Liverpool, N.Y. 13088

Getting a job
Very appropriate.
Why get a social security card.

Getting ready for pay day
Very appropriate.

I want a job
Very appropriate.
Why a job, applications and interviews, work permits and laws, special training, social security cards.

On the job
Very appropriate.
Importance of jobs, why a job, special training.

Richtext Press
1224 West Van Buren St., Chicago, Il. 60607

I want to be (Series)
Grades 7-9. Very appropriate.
A guidance reading program of 36 books. Also includes pupil language skill notebooks and an annotated teachers notebook. b.

Richards Rosen Press, Inc.
29 East 21st Street, New York, N.Y. 10010

Aim high library
Grades 7-9. Very appropriate.
Series of career information books for those not planning post-high school education. b.

Turn yourself on: Goal planning for success by Dr. Robert Linneman.
1970. $4.00. Grades 10-12. Not evaluated.
Designed for the student who is not quite certain what he wants out of life. b.

Scholastic Book Services
50 West 44th Street, New York, N.Y. 10036

Jobs in your future
Very appropriate.
Kinds of jobs, obtaining a job, work permits and laws, keeping the job, miscellaneous, social security cards.

Science Research Associates
259 East Erie Street, Chicago, Il. 60611

A book about me by Edith Sherman Jay
Not evaluated.
A child's responses to the hundreds of illustrations in this flexible activity book provide many insights for counselors and teachers. b.

Charting your job future by Lambert C. Gilles.
$1.95. Grades 9-12. Not evaluated.
This practical activity text provides self-administered inventories to help students assess their interests, abilities and personality and relate them to careers. b.

Discovering your real interests
Not evaluated.

Discovering yourself by Marjorie Cosgrove.
1969. $1.95. Grades 7-9. Very appropriate.
Helps develop the concept of self; includes self appraisal charts, quizzes, examples, lists films, readings, group activities and materials for class projects and discussion. b.

Do your dreams match your talents?
Very appropriate.

Exploring the world of jobs by Donald Kitch.
Grades 7-9. Not evaluated.
40 page booklet covers what people do in different jobs, how jobs differ, importance of all jobs, what employers want, five major job groups. b.

Finding part-time jobs.
Appropriate.
Places to go to find a job.

Guidance series booklets
$53.34 - set of 57. Grades 10-12. Appropriate.
57 illustrated 48-56 page booklets provide vocational, educational, personal and social guidance for high school students. b.

Junior guidance series booklets
21 for $3.25 or 80 cents each. Primary-Intermediate. Not evaluated.
Booklets provide helpful directions for child as he moves from childhood to adolescence. b.

Keeping the job
Not evaluated.

Keys to vocational decisions, Grades 8-12
$5.75. Not evaluated.
This hardbound text helps the student learn about himself, his study habits, skills, future education and career. b.

My educational plans
$1.95; $.35 - manual. Grades 7-9. Not evaluated.
Enables student to plan a realistic high school program with the aid of 15 thorough self-appraising inventories. b.

On the job
Not evaluated.

Our world of work
Not evaluated.
Importance of jobs.

Planning my future by Wendell P. Hill.
$.90. Grades 7-9. Not evaluated.
Contains self-administered tests and inventories to guide student in making preliminary vocational and educational decisions. b.

Planning your job future by Emery Stoups and Lucille Rosenheim.
Grades 7-9. Not evaluated.
A 40 page booklet on discovering your interests, developing your abilities, your personality, learning about jobs, and relating interest, abilities and personality to jobs. b.

School subjects and jobs by John H. Brochard.
Grades 4-9. Not evaluated.
48 page booklet on the need to make choices and set goals, and how school subjects relate to jobs. Includes an excellent chart relating school subjects and jobs. b.

Social science resource book by Ronald Lippitt, Robert Fox and Lucille Schaible.
1969. Appropriate.
Social science laboratory units in the form of situation stories with questions. Units include: learning to use social science; discovering differences; friendly and unfriendly behavior; being and becoming; individuals and groups; deciding and doing; influencing each other. Glossary.

Starting work.
Very appropriate.
Work permits and laws.

Studying human behavior by Lippitt and Fox.
Not evaluated.

What could I be? by Walter Lifton.
$1.32. Grades 4-6. Not evaluated.
Introduces the world of work, guides children in viewing occupational fields in terms of their abilities and interests, and helps them see the value of school as preparation for work. b.

What employers want.
Very appropriate.

What good is math? by Willa Norris and Wallace Manheimer.
Grades 4-6. Not evaluated.

Widening occupational roles kit
Grades 6 and above. Not evaluated.
Explores 400 different occupations - pinpoints the extent and type of education needed to prepare for a particular occupation. b.

Working for the city
Not evaluated.

Your abilities by Virginia Ballard.
80 cents. Grades 7-9. Not evaluated.
A booklet in Junior Guidance Series. Covers mental, artistic, and physical abilities, ability to make it, build it, or fix it, and ability to get along with others. b.

Your personality and your job.
Very appropriate.

Charles Scribner's Sons
597 Fifth Avenue, New York, N.Y. 10017

What do you want to be? by Francoise Seignobose
1957. $2.75. Grades 4-6.

Who built the dam? by Norman Bate.
$2.50. Grades 4-6.

Sextant Systems, Inc.
3048 N. 34 Street, Milwaukee, Wis. 53210

Come to work with us (Beginning sextant series)
1970. Very appropriate.
Career awareness series for grades K-3. Each volume contains 16-18 representative occupations in one industry or occupational location. Attractive colored illustrations depicting children in appropriate attire performing adult work roles. b.

Junior sextant series
Grade 8. Not evaluated.
A guidance kit designed to help eighth graders with high school subject selection and career planning. Includes 400 job cards, 20 student workbooks, and teacher's manuals. b.

Open door books
Not evaluated.
Twenty four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size. b.

Simon and Schuster, Pocket Books Inc.
1 West 39th Street, New York, N.Y. 10018

How to win friends and influence people by Dale Carneige.
Very appropriate teacher reference.

When I grow up by Kay Mace.
Not evaluated.

Steck-Vaughn Co.
P.O. Box 2028, Austin, Tx. 78767

The human value series by Clyde V. Arnspiger.
Appropriate.
3 books-Values to learn, Values to share, Values to live by.
Teach human value relationships.

A job for you
Kinds of jobs, places to go to find a job, etc.

U.S. Government Printing Office, Division of Public Documents
Washington, D.C. 20402

Dictionary of occupational titles (DOT)
1965, Vol. I. $5.00; Vol. II. $4.25. Appropriate. High reading level.
Vol. I - alphabetical listing of 35,000 job titles and 22,000 definitions. Vol. II - groups jobs according to work field, purpose, product, subject matter, industry, worker traits and abilities. b.

Health careers guidebook
1969. $1.75. Grades 7-9. Appropriate.
Written for young people, describes 200 jobs in health field and gives information about education, training and licensing requirements; salaries, working conditions and job prospects. b.

Occupational outlook handbook
Published every two years. Appropriate. Adult non-technical.
Includes a section on "Tomorrow's Jobs" and over 700 individual occupation reports. Occupations are grouped into related fields. b.

U.S. Dept. of Labor, Bureau of Labor Statistics
341 Ninth Avenue, New York, N.Y. 10001

(School subject) and your career (Series) 1970. Free.
Grades 7-9. Not evaluated.
A series of leaflets covering: biology, English, foreign language, math, science, social science. b.

Selected characteristics of occupations by worker traits and physical strength.
1968. $1.25. Grades 7-9. Appropriate.
A supplement to the Dictionary of Occupational Titles which lists jobs by worker traits with subdivisions by level of strength required. b.

Viking Press, Inc.
625 Madison Avenue, New York, N.Y. 10022

The Cave by Elizabeth Coatsworth.
Not evaluated.
Book deals with cooperation, courage and self confidence b.

I like to be me by Barbara Del Geddes.
Appropriate.
Develops self-concept.

Just me by Marie Hall Ets.
Not evaluated.

Vocational Guidance, Universal Publishing and Distributing Corp.
235 E. 45 Street, New York, N.Y. 10017

Vocational guidance manuals
Grades 7-9. Not evaluated.
A series of books covering a wide variety of vocational information. b.

Warp Publishing Company
325 N. Colorado Avenue, Minden Nb. 68959

Your career
Grades 7-9. Not evaluated.
A workbook in which to record personal data, scholastic records, abilities and aptitudes, interests, personality traits, post-high school plans and aspirations, requirements for vocational fields under consideration, and a budget for post-high education. b.

Albert Whitman and Company
560 West Lake Street, Chicago, Il. 60606

Busy office, busy people
Very appropriate.

Dairyman Don
Primary grades. Appropriate.

Good morning teacher
Primary grades. Appropriate.

Miss Terry at the library
Primary grades. Appropriate.

Who am I? by Sally Fabry
Not evaluated.

Wisconsin State Employment Service
1 West Wilson Street, Madison, Wis. 53702

Careers without college
Free. Grades 7-9. Very appropriate.
Booklet discusses the world of work and several occupational fields not requiring a college education. b.

Ideas, people, things
Not evaluated.
Pamphlet points out that while most jobs require dealing with all three to some extent, there are some which deal primarily with ideas, with people, or with things, or with a combination of two of them. A few jobs classified in this manner are given as examples. b.

World of work series by Occupational Analysis Field Center 1970. Grades 7-9. Not evaluated.
An excellent series of booklets on jobs in Wisconsin (examples: beef and dairy raising jobs, fruit and vegetable processing jobs, malt liquor industry jobs.) b.

The World Book Encyclopedia, Subsidiary of Field Enterprises Educational Corp.
510 Merchanise Mart Plaza, Chicago, Il. 60611

A career planning guide by Edgerton,
Grades 4-6. Not evaluated.

How to get the job
Very appropriate.
Applications and interviews.

The job ahead
Appropriate.
Why a job, places to go, applications and interviews, special training, keeping the job, paycheck, miscellaneous.

Job family series
$19.50 per set; $1.20 each. Grades 4-9. Not evaluated.
Set of 20 booklets broadens student's range of occupational consideration. Describe jobs at several educational levels with job families. b.

Jobs in clerical work
Advanced 5th graders. Not evaluated.

Jobs in mechanical work
Advanced 5th graders. Not evaluated.

Junior guidance series booklets
$19.00 - set of 21. Junior high grades. Not evaluated.
21 illustrated 40 page booklets provide education, vocational, and social guidance for junior high students. b.

FOOTNOTES

[a] **Bureau for Audio Visual Instruction Catalog** 1971, University of Wisconsin

[b] **K-12 Guide for the integration of career development into local curriculum,** Wisconsin Department of Public Instruction December 1971

[c] **Vocational guidance on wheels,** Wisconsin Mobile Guidance Career Project, June 1971

[d] **Jipson, Frederick J. Index of special education media,** 1970

[e] Publisher's literature

Films and Filmstrips Bibliography

ABC T.V. Producers

The Awesome servant
Not evaluated
Motivational film

Academy Films
748 North Seward St., Hollywood, Cal. 90038

Airfreight
Color. 14 minutes. BAVI 0041. $5.50. Not evaluated.
Use: Geog., S; Guid., J,S; Lang. Arts, P; Soc. St., I,J. Demonstrates the rapidly developing pace of the movement of produce, textiles and machinery by air transportation means. Illustrates with care and detail the stops involved in weighing in, loading and transporting air freight. Carefully explains the work of the pilot and co-pilot, ramp agent and control tower operators. a.

Truck transport - the long haul
Black and white. 17 minutes. BAVI 3368. $3.00. Not evaluated
Use: Lang. Arts, P; Soc. St., P, I. Shows several trucks on the road. Follows one large trailer truck from Los Angeles to Spokane, Washington. Includes loading the truck with a cargo picked up by many smaller trucks, the driver making his safety checks before starting off, the change of drivers along the way, ferrying the truck across the Columbia River and the final arrival at Spokane. a.

AIMS Instructional Media Services, Inc.
Box 1010, Hollywood, Cal. 90028

Are you ready for a job?
Color. 10 minutes. BAVI 2270. $4.50. Not evaluated.
Use: Guidance, J,S. Stresses the need for preparation and training for the better jobs available today. Emphasizes the importance of various school subjects as they apply to the world of work. a.

Community helpers - cleaners and laundries
Color. 13 minutes. BAVI 0443. $5.00. Not evaluated.
Use: Soc. Studies, P. Provides an awareness of importance of clean clothing. Extends knowledge of the community by showing the workers, machinery and businesses engaged in cleaning and laundering. a.

How communications helps the community
Color. 11 minutes. BAVI 2794. $4.50. Not evaluated.
Use: Elem. Sci., P, I; Soc. Studies, P, I. Shows the role communications play in finding a dog that has bitten a small boy. Portrays how information is quickly disseminated throughout the community and how it leads to constructive action. a.

Does color really make a difference?
Color. 11 minutes. BAVI 1224. $4.50. Not evaluated.
Use: Guid., P; Soc. St., P. Through artistic use of colored raincoats, hoods and rain boots that represent different racial groups, shows children walking home from school and playing in the rain. Portrays their attitude and treatment of one another in different, yet parallel social situations. Presents an "open-ended" conclusion to provoke discussion. a.

Guidance: let's have respect
Color. 10 minutes. BAVI 3857. $4.50. Not evaluated.
Use: Guid. P, I. Shows four episodes centering on respect. Provides visual situations leading to further discussion. a.

Guidance: working with others
Color. 10 minutes. BAVI 5673. $4.50. Not evaluated.
Use: Citizenship, P, I; Guid., P, I, J; Soc. Probs., P, I. Presents four episodes each providing an "open-ended" problem to be solved. Describes social situations pertaining to respect for race, the opposite sex, the handicapped and becoming involved. a.

Rules, laws and you
Color. 11 minutes. BAVI 6517. $4.50. Not evaluated.
Use: Citizenship, P, I; Soc. St., P, I. Describes why laws and rules are made and presents several examples where rules are necessary. Indicates that rules and laws are for the benefit of all of us and are necessary for progress. a.

Transportation by helicopters
Color. 10 minutes. BAVI 1800. $4.50. Not evaluated.
Use: Lang. Arts, P, I; Soc. Studies, P, I. Shows the flight capabilities of the helicopter, its various roles in transportation and ways in which it helps people do their jobs. a.

Trucks and truck transportation
Color. 10 minutes. BAVI 2803. $4.50. Not evaluated.
Use: Soc. Studies, P, I. Indicates the importance of trucks in bringing goods to businesses and individuals. Shows the basic types of trucks as well as those designed to do a specialized job. a.

Association Films, Inc.
512 Burlington Ave., La Grange, Ill. 60525

Eddie, Inc.
Black and white. Free. Not evaluated.
First lesson in free enterprise. Encourages the neighborhood boys to earn some pocket money by starting their own business. b.

Avid Corporation, Instructional Systems Division
P. O. Box 4263, East Providence, R.I. 02914

Employment opportunity series
Color. MR grades intermediate-junior high. Very appropriate.
Six color filmstrips with accompanying record, each deals with one of the following subjects: "Working in a hospital" "Working in a laundry and dry cleaning plant" "Jobs for young men" "Working with cars" "Working with people" "Clerical and stock work". The entire series presents an overview of 39 separate job classifications, designed for the educable MR or slow learner. c.

Work habits and attitudes series
Color. MR grades intermediate-junior high. Very appropriate.
Four color filmstrips with accompanying records dealing with the following subjects: "Getting along on the job - parts 1, 2, 3, 4." These filmstrips review 16 habits and attitudes which are basic to any successful work experience. Situational characterizations offer a means of establishing positive work habits and attitudes. Used for educable retarded or slow learners. c.

Safety/health/citizenship program
MR grades intermediate-junior high. Very appropriate.
Six filmstrips dealing with safety at home, health and hygiene, safety at work, caring for your family, driving safety and citizenship. c.

Career descriptions (Filmstrip kit)
Grades 4-6. Not evaluated.
Six filmstrips provide career information to children at the intermediate level, using people, data, things approach. b.

World of work series
MR grades intermediate-junior high. Very appropriate.
Five filmstrips dealing with introduction to world of work, finding a job, the job interview, the job application and your paycheck. c.

Income management series
MR grades 6-12. Very appropriate.
Four filmstrips dealing with money, wise buying, planning a budget and bank services. c.

Avidesk
Not evaluated.
A multi-media, self-instructional unit for use in individualized instructional programs. Prepared programs for the Avidesk include: Practical basic arithmetic skills; Counting and using change; Basic measurement/linear/weight/liquid; Occupational preparation; Employment opportunities; Budgeting; Home planning; Family health and safety. c.

Getting along on the job (kit)
MR grades junior-senior high. Very appropriate.
Four filmstrips concerning job attitudes, problems, situations and necessary adjustments. b.

BFA or Bailey Films Association Educational Films
11559 Santa Monica Boulevard, Los Angeles, Ca. 90025

Behind the scenes at the supermarket
Color, $120.00; Black and white, $60.00; Rental, $6.50. Not evaluated.
Johnny visits a supermarket and learns that a great many people, doing many different jobs, are needed to help the supermarket serve the community. b.

Character formation (Set)
Six color filmstrips. Each $6.00; Set $36.00. Grades 4-6. Not evaluated.

The circus
$12.00 for set of 2. Grades 4-6. Not evaluated.
Children learn how animals of the circus are fed and trained and how people of the circus live and work. b.

Factory: how a product is made
Color. 13 minutes. BAVI 4226. $5.00. Not evaluated.
Use: Soc. St., I, J. Illustrates the many steps involved in the manufacture of a typical factory product. Starts with the planning board of a toy factory, follows the manufacture of a toy from the initial idea, through its experimental development, engineering, production, assembly and final sale in a retail store. a.

Making friends series: How do you rate at home; How do you rate at school; How do you rate with your friends.
Not evaluated.
Captioned filmstrips. This series designed for group discussions in a participation unit with review frames and checklists to enable students to rate themselves at the conclusion of each filmstrip. b.

Mimeographing techniques
Black and white. 15 minutes. BAVI 4828. $3.00. Not evaluated.
Use: Bus. Ed., S,C; Teach., C,A. Demonstrates in detail the procedures for hand and electric mimeographing. Indicates the use of the equipment for maximum efficiency. Covers typing and correction of a stencil, setting the stencil on the mimeographing machine, adjusting the copy, inking the stencil and producing clean black-and-white copy. Stresses pointers on how to type good stencils and how to use tools of mimeographing. a.

People who work at night
Black and white. 13 minutes. BAVI 3699. $3.00. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I; Read. Readiness, P. Illustrates a few of the many activities carried on by people who work at night. Travels around the city with a taxi driver to observe such people as a gas station attendant, a druggist, a bus driver, and a hotel clerk. Visits a newspaper plant, a dairy, a factory, and a bakery to see people who provide us with goods and services. a.sdn2,

Stay in school
Color. 11 minutes. BAVI 6008. $4.00. Not evaluated.
Use: Guid., J, S. Relates the job opportunities of the new technology to the necessary training, at least a high school education. Provides glimpses of vocational opportunities, but emphasizes the vanishing opportunities for the untrained and unskilled. "Plan now and prepare carefully for the future." a.

Workers who build houses
Color, $150.00; Rental $8.00. Not evaluated.
Shows division of labor, specialization, conversion of materials into products, payment of wages, pride of workmanship, cooperation, supervision, quality control and use of the product by the buyer. b.

Arthur Barr Productions, Inc.
1029 North Allen Ave., Pasadena, Cal. 91104

Trucking
Black and white. 9 minutes. BAVI 2281. $2.00. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I, J; Clubs, J. Portrays the important part played by trucks of many kinds in hauling food, oil, lumber, and cattle in the far west. Shows a livestock truck being serviced for a trip to an isolated ranch to pick up 35 head of cattle. Shows the driver getting ready for the run, the loading and transporting of the cattle, and completion of the trip at the Los Angeles stockyards. a.

We want goods and services
Color. 10 minutes. BAVI 7018. $4.50. Not evaluated.
Use: Lang. Arts., P; Soc. St., P. Shows that people have many wants, including goods and services. Indicates that we all are consumers, and it takes many producers to provide our goods and services. Presents our dependence upon others for daily needs. a.

Brigham Young University Dept. of A-V Communications
285 Herald R. Clark Building, Provo, Utah 84601

Mirror, mirror
Color. 22 minutes. BAVI 7295. $8.25. MR grade senior high. Appropriate.
Use: Guidance, S; Psych., C. Presents a story about an insecure 17-year-old boy who thought that he was a nobody, that he was dumb like some people said he was, that he just couldn't do anything right and that he didn't feel like trying anymore. Presents a series of conversations with a "mirror voice" that talks to the boy about his self-defeat attitude, emphasizes how important it is to keep trying, to change when necessary to things he can do well, and to stop thinking and acting like other people expect. Traces the boy's painful but successful struggle to rid himself of his self-defeating attitude and to keep trying until he found the thing in which he was successful. a.

Charles Cahill and Associates, Inc.
5420 Melrose, Hollywood, Cal. 90028

Bakery beat
Color. 15 minutes. BAVI 2982. $5.75. Not evaluated.
Use: Guid., J, S; Home Ec., I, J, S; Clubs, J, A. Contrasts the artisan baker operating a small bakery with the bakers at a large, mass production bakery. Emphasizes the pride of craftsmanship and shows the processes of bread making, cake making, and cake decorating. a.

Dairy: Farm to door
Color. 11 minutes. BAVI 1695. $4.00. Not evaluated.
Use: Health, P, I; Soc. St., P, I. Shows the various steps through which milk passes between the dairy farm and the consumer. Explains the pasteurizing and homogenizing processes, the bottling and marketing processes, and refers to the many food products which come from milk. a.

Community helpers: the sanitation department
Not evaluated.

Firemen on guard
Not evaluated.

Going places
Color. 8 minutes. Grades 4-6. Not evaluated.
Stresses importance of learning for now and the future. b.

Health: You and your helpers
Not evaluated.

Policemen, day and night
Not evaluated.

Postman, rain or shine
Not evaluated.

Truck farm to store
Not evaluated.

Community helpers series
Color. $25.00 per set; $6.50 each filmstrip. Not evaluated.
Color filmstrips visualize the services and duties of community helpers who are of significance to the child. Set No. 1: bus driver, doctor, fireman, grocer, mailman, policeman. Set No. 2: dentist, librarian, milkman, sanitation department crew, service station attendant, street maintenance crew. b.

Community workers series
$25.00 per set; $6.00 each filmstrip. Not evaluated.
Series helps the child understand how helpers make the community a better place in which to live. The fire house, Firemen at work, Larry helps the police, Policemen at work, Post office workers, Workers for health. b.
Castle Productions, Division of United World Films
221 Park Avenue S, New York, N.Y. 10003

Basic machines: drill press
Black and white. 10 minutes. BAVI 0190. $2.00. Not evaluated.
Use: Ind. Arts, J, S, C; Ind. Mgt., C; Teach., C; Mech. Engr., C. Describes the drill press in detail, its construction, operation and use. Proceeds from a clear explanation of the simple drill press to more complicated types. a.

Basic machines: the lathe
Black and white. 16 minutes. BAVI 0191. $2.00. Not evaluated.
Use: Ind. Arts, J, S, C; Ind. Mgt., C; Teach., C. Explains use of lathe to shape cylindrical work, how the workpiece is supported between centers, and how power is applied to rotate the workpiece, and how the spindle speed, position of the cutting tool, and rate of feed may be varied to fit the job. Shows examples various types of lathe work. a.

Basic machines: the shaper
Black and white. 15 minutes. BAVI 0192. $2.00. Not evaluated.
Use: Ind. Arts, J, S, C; Ind. Mgt., C; Teach., C. Explains shaper used to produce flat surfaces on metal. Comparison with hand file in purpose; does more work better and faster. Shows how cutting tool is mounted and positioned; how the workpiece is mounted; how the length of stroke, cutting speed, and table feed are adjusted to fit the job. a.

Centron Educational Films
1621 West Ninth St., Lawrence, Ka. 66044

Jobs in the city - construction
Color. 9 minutes. $120.00. Not evaluated.
Giant new apartment complex takes form through the work of construction men - general foreman, crane operator, concrete workers, carpenters, electricians, plumbers, etc. e.

Jobs in the city - distribution
Color. 10½ minutes. $135.00. Not evaluated.
Traces the movement of a shipment of color TV sets from the factory to the truck driver, warehouse worker, retail salesman and finally to the consumer. e.

Jobs in the city - manufacturing
Color. 11 minutes. $150.00. Not evaluated.
Focuses on Jim Davis, a welder in a factory. Illustrates how an assembly line works, why mass production is efficient and why Jim's job is important to all the other factory workers. e.

Jobs in the city - services
Color. 11 minutes. $150.00. Not evaluated.
Audience investigates the differences between goods and services and focuses on some people who provide services - bus driver, bowling alley employees, repairman, theater employees, laundry workers, etc. e.

Jobs in the city - women at work
Color. 11 minutes. $150.00. Not evaluated.
Explores the world of women at work. Features women working as newspaper printer, physician, bank teller, pilot, mathematician, aircraft executive, realtor, etc. e.

CCM Films
866 Third Avenue, New York, N.Y. 10022

You and your family
Black and white. 10 minutes. BAVI 2508. $2.00. Not evaluated.
Use: Guid., J; Sociol., S; Home Ec., J, S; Clubs, J, A. Presents three typical home situations with several alternative ways of meeting those situations. Problems: (1) getting an invitation to a dance which is forbidden by the parents: (2) helping mother with supper dishes; (3) coming home later than the "deadline." Should be an excellent starting point for a discussion of home responsibilities and relationships. a.

You and your friends
Black and white. 8 minutes. BAVI 2509. $2.00. Not evaluated.
Use: Guid., J; Home Ec., J, S; Clubs, J. Arising out of several problems in human relationships at a "coke" party at home. The observer asked to rate the actions of these boys and girls as far as loyalty, good manners and dependability are concerned. Should be an excellent starting point for a discussion of young peoples' relationships toward one another. a.

Churchill Films
662 North Robertson Boulevard, Los Angeles, Cal. 90069

Fathers work
Not evaluated.

Mothers work too
Not evaluated.

They need me
Not evaluated.

Airplanes work for us
Color. 11 minutes. BAVI. $4.00. Not evaluated.
Use: Lang. Arts, I; Soc. Studies, I. Dramatizes some of the common and uncommon uses of aircraft: airplanes and helicopters used for fire patrol, rescue work, weather patrol, construction of power lines and crop dusting.

Explains air to ground communications and special group of community occupations. a.

Our family works together
11 minutes. Primary grades. Not evaluated.

Everyone helps in a community
Color. 14 minutes. BAVI. $5.00. Not evaluated.
Use: Soc. St., P, I. Develops two concepts: the interdependence of people in a community and the benefits of a division of labor. Combines photography of real people and things with an animated model of a community in developing the story of the growth of a community and how each person specializes in what he can do best. a.

Job interview: three young men
Color. 16 minutes. BAVI. $6.00. Not evaluated.
Use: Guid., S; Soc. Probs., S. Depicts three young men being interviewed for trainee positions. Discusses topics raised during the interview: appearance, attitude, reliability, motivation, school record and goals. Asks viewers to rate the applicants. Uses hidden camera technique. a.

Job interview: three young women
Color. 17 minutes. BAVI. $6.00. Not evaluated.
Use: Guid., S; Soc. Probs., S. Depicts three young women being interviewed for trainee positions. Discusses topics raised during the interview: appearance, attitude, reliability, motivation, school record, and goals. Asks viewers to rate applicants. Uses hidden camera technique. a.

People of the western shore
Color. 16 minutes. BAVI. $6.00. Not evaluated.
Use: Geog., I, J; Soc. St., I, J. Surveys certain key industries along our Pacific Coast region through the daily lives of the workers and their families. Develops the concept of interdependence of man; that each person contributes something in goods or services and is dependent on others for other things and that the development of a country depends on the cooperation of all its people as groups and as individuals. a.

Coronet Films
65 East South Water St., Chicago, Il. 60601

Are you popular? 2nd Edition
Black and white. 11 minutes. BAVI 0131. $2.00. Not evaluated.
Use: Guid., J, S. Shows that Caroline and Wally are popular and welcome in any group because they are considerate, friendly, and interested in other people. Presents their examples as a helpful guide to the personal and social problems commonly faced by teenagers. a.

Aptitudes and occupations, 2nd edition
16 minutes. Secondary level. Not evaluated.

Automation. What it is and what it does
Color. 15 minutes. BAVI 4966. $5.00. Not evaluated.
Use: Gen. Sci., J, S; Soc. Probs., S; Soc. St., J, S. Explores the meaning and levels of automation from an electric can opener to transfer machines in an assembly line to the more sophisticated feedback of a computer-controlled petroleum refinery. Encourages exploration of the implications of increasing automation in the future. a.

Beginning responsibility: being on time
Black and white. 11 minutes. BAVI 3996. $2.25. Not evaluated.
Use: Guid., P, I; Soc. St., P. Presents Jimmy, who misses out on things because he is not on time, as he observes firemen and train engineers and realizes how important it is to come when called and to be prompt. Finds him learning that he can help himself by getting ready in advance and by estimating how long it takes to get things done. a.

Beginning responsibility: books and their care
Black and white. 11 minutes. BAVI 4659. $2.25. Not evaluated
Use: Guid., P; Lang. Arts, P. Shows some of the important steps in the proper care of a book: how to open and shut it, and how not to soil it, the proper kind of bookmark, where to keep the book when not in use, and how to mend it if damaged. Stresses that books are something to appreciate and enjoy. a.

Beginning responsibility: lunchroom manners
Black and white. 11 minutes. BAVI 5077. $2.25. Not evaluated.
Use: Guid., P. Illustrates good manners and shows why they are important to a pleasant lunch hour. Uses Mr. Bungle, a puppet, to represent bad manners. Discusses keeping in line, cleaning tables, washing hands and proper behavior while eating. a.

Beginning responsibility: other people's things
Black and white. 11 minutes. BAVI 3993. $2.25. Not evaluated.
Use: Guid., P, I, Soc. St., P, I. Helps children recognize and practice the habit of respecting the property of others. Shows a group of children drawing pictures which tell a story of what results when property is damaged and when there is carelessness with other people's things. Conveys the fact that positive social attitudes and cooperation have real advantages. a.

Beginning responsibility: rules at school
Black and white. 11 minutes. BAVI 6164. $2.25. Not evaluated
Use: Guid., P; Soc. St., P. Applies the concept of reasons for rules to the larger community and other aspects of life. Shows a basic principle of democracy in operation as a class makes its own rules for a visit to a museum. Shows how the trip becomes more interesting and pleasant because of the rules. a.

Beginning responsibility: taking care of things
Black and white. 10 minutes. BAVI 0226. $2.00. Not evaluated.
Use: Guid., P; Lang. Arts, P; Psych., C; Soc. St., P; Teach., C. In story form tries to make reasonable and meaningful to the small child that he should take care of things at home and at school. Shows how to take care of things, using toys, clothes and other things familiar to the child. a.

Beginning responsibility: using money wisely
Black and white. 11 minutes. BAVI 6850. $2.25. Not evaluated.
Use: Guid., P, I; Teach., A. Shows simple economic facts about money and its use. Relates how things may be obtained by trading, but most purchases require money. Points out that money is exchanged for time and skills, such necessities as food, clothing, housing, taxes, and savings, and that careful choices are necessary to keep within one's income. a.

Careers in the building trades
11 minutes, 16 mm. Grades 7-9. Not evaluated.
Film shows Bob observing carpenters, plumbers, bricklayers, electricians, painters, plasterers, and glaziers on a construction site. Also relates school subjects to building trades. b.

Aptitudes and occupations
Color. $195.00. Grades 7-9. Not evaluated.
A counselor and a group of students examine achievement, aptitude and interest tests used to help students in the selection of satisfying occupations. b.

Choosing your occupation
Grades 7-9. Not evaluated.
Self appraisal, occupational possibilities, preparation requirements and guidance services are covered. b.

Communication for beginners
11 minutes. Primary grades. Not evaluated.

Dairy Farm, 2nd edition
Color. 14 minutes. BAVI 0522. $5.75. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I; Read. Readiness, P. Shows life on a midwestern dairy farm: the cultivating, harvesting, and storing of feed crops, the feeding and milking of the cows, and the preparation of the milk for market. Follows Dick and Betty Lou in typical, daily routine activities on a dairy farm. a.

Developing responsibility
Black and white - $65.00, Color - $130.00. 11 minutes. Grades 4-6. Not evaluated.
Story of boy and dog points out that responsibility entails hard work, difficult decisions and missing out on fun but it also gives great satisfaction. b.

Everyday Courtesy, 2nd edition
Black and white. 11 minutes. BAVI 670. Not evaluated.
Use: Citizenship, I; Lang. Arts, I. Shows that courtesy involves both speaking and listening. Shows the need for learning about courteous forms of introductions, extending and accepting oral and written invitations, showing respect for one's elders and other social acts that make it easier and more pleasant for everyone. a.

Fairness for beginners
Black and white. 11 minutes. BAVI 1959. $2.25. Not evaluated.
Use: Guid., P; Lang. Arts, P; Soc. St., P. Shows how in Tommy's room, the "Farmer in the Dell" is not only a game but starts a lesson in fairness. Pictures the children all finding ways of being fair whether working in their room, playing outside, or taking turns at the drinking fountain. Describes how, by sharing, taking turns, choosing fairly, and respecting the rights of others, they make theirs a happy class. a.

Family life
Black and white. 11 min. BAVI 0699. $2.00. Not evaluated.
Use: Guid., J, S; Teach., C; Sociol., S; Clubs, J, A. Presents typical family problems due to mismanagement of money, time, and responsibilities. Shows one family solving these problems through application of four principles of home management: scheduling work and activities, taking responsibilities, earning privileges, and intelligent handling of finances. Poses the question "What can YOU do to help your family have a better family life?"a.

Fred meets a bank
11 minutes. Grades 4-6. Not evaluated.

Earning money while going to school
Grades 7-9. Not evaluated.

Golden rule: a lesson for beginners
Black and white. 11 minutes. BAVI 0721. $2.00. Not evaluated.
Use: Guid., P, I; Lang. Arts, P, I; Soc. St., P, I. Interprets the Golden Rule, a standard accepted by religions all over the world, in a visual manner clearly understood by young children. Uses everyday situations to which the rule applies and thus encourages children to apply it to their own actions. a.

High school: your challenge
Black and white. 16 minutes. BAVI 0926. $3.00. Not evaluated.
Use: Guid., J, S, C; Soc. St., J. Tells the story of a boy who had considered dropping out of school but elected to remain and the change in the boy's attitude, developing from his awakened insights. a.

How friendly are you?
Black and white. 11 minutes. BAVI 0983. $2.00. Not evaluated.
Use: Guid., I, J; Clubs, J. Presents the idea of what friendship is, what it means, and how to make friends. Demonstrates characteristics of friendliness such as generosity and consideration. Emphasizes the two-way "give-and-take" nature of friendship, its responsibilities as well as its rewards. a.

Getting along with others
Black and white. 11 minutes. BAVI 2747. $2.25. Not evaluated.
Use: Guid., P. Considers the development of attitudes as a class learns how to get along with each other in games, at home and at school. a.

Helpers who come to our house
11 minutes. Primary grades. Not evaluated.

How To Get Cooperation
Black and white. 10 minutes. BAVI 1000. $2.00. Not evaluated.
Use: Guid., J, S, C; Citizenship, J, S; Soc. Probs., J; Soc. St., J; Clubs, J, A. Presents fundamental place of group action in our society and suggests ways of enlisting cooperation of others to this end. Demonstrates need for a variety of methods while showing how desired ends can be attained more readily through working effectively with others. a.

How to investigate vocations
Black and white. 11 minutes. BAVI 1342. $2.25. Not evaluated.
Use: Citizenship, J; Guid., J, S. Tells how a high school boy started out to investigate possible vocations by taking tests to determine his interest traits, reading books on different vocations, listing questions to which he wanted answers, and talking to people in various occupations. Shows him in a summer job picked to give him a chance to find out about his final selection of an occupation. a.

How to keep a job
Black and white. 11 minutes. BAVI 1002. $2.00. Not evaluated.
Use: Guid., S, C; Com., S; Ind. Arts, S; Clubs, J. Dramatizes effectively the importance of dependability, cooperation, initiative, and loyalty on the job. Shows examples of attitude and work which "get by" when times are good but which lead to lay-offs during retrenchment. Stresses the qualities leading to satisfaction and advancement with a company. a.

I want to be a secretary
Color. 18 minutes. BAVI 1036. $3.50, and Black and white. 18 minutes. BAVI 1037. $3.00. Not evaluated.
Use: Comm., S; Guid., S; Teach., C. Discusses clerical aptitudes and gives important clues to aspirants as to their own chances of success in this field. a.

Keep up with your studies
Black and white. 10 minutes. Grades 4-6. Not evaluated.
Motivates interest in doing well. b.

Kindness to others
Not evaluated.
Shows Sam's experiences with his classmates and the pleasures that come from practicing kindness. b.

Learning from disappointments
1961. Black and white - $65.00, Color - $130.00. 11 minutes. Grades 4-6. Not evaluated.
Helps in growing up and learning to handle a common problem, disappointments. b.

Let's share with others
Black and white. 11 minutes. Not evaluated.
On different ways of sharing; when we should and should not share. b.

Life in a coal mining town
Black and white - $65.00, Color - $130.00. 11 minutes. Grades 4-6. Not evaluated.
Film focuses on family life in a Kentucky mining town and shows the many economic uses of coal. b.

Mind your manners
Black and white. 11 minutes. BAVI 0914. $2.00. Not evaluated.
Use: Citizenship, J; Home Ec., J; Lang. Arts., I; Soc. St., I, J. Brings out the value of good manners by showing how knowing what to do puts one at ease. Stresses such situations as telephone and table manners, courtesy toward ladies, and manners on a bus. a.

The new house: where did it come from
,Primary grades. Not evaluated.
Child learns that many people work together to build the houses we live in. b.

People are different and alike
Grades 4-6. Not evaluated.

Personal qualities for job success
Black and white. 11 minutes. BAVI 2616. $2.25. Not evaluated.
Use: Guid., J, S, C; Soc. Work, S; Clubs, J. Shows three young people in interviews for positions. Brings out the qualities deemed important in securing and holding a job. a.

Playground safety, 2nd edition
Black and white. 11 minutes. BAVI 1711. $2.25. Not evaluated.
Use: Safety, P, I, J. Shows how to recognize danger zones existing on a playground and what to do about them. Emphasizes safe play area, keeping out of the way of others, and learning to play correctly. Dramatizes the violent forces of many objects as a baseball bat and the safe use of playground equipment. a.

School rules: how they help us
Black and white. 9 minutes. BAVI 2726. $2.25. Not evaluated.
Use: Citizenship, J; Guid., I, J; Soc. St., I, J. Shows everyday rules in action on the city street, on the basketball court, and in school halls. Pictures a boy trying to gain exception to the library rules and thus shows that school rules are ways to make life in school smoother, more pleasant and to help people to get along together. a.

Sharing time in our class
Color. 11 minutes. BAVI 4224. $4.50. Not evaluated.
Use: Guid. P; Lang. Arts P; Teach. C, A; Read. Readiness P. Demonstrates in a classroom situation ways for carrying out an effective sharing time among young children. Emphasizes that children should plan what they are going to say and that they should speak distinctly. a.

Stores in our community
Black and white. 10 minutes. BAVI 3222. $2.25. Not evaluated.
Use: Lang. Arts, P; Soc. St., P. Gives a general appreciation of the services stores provide and establishes the relationship between stores and the families in the community. Discusses differences between individual stores and department stores; shows where stores get the goods they sell; and gives examples of the many operations that go on in a store. a.

Truck farm
Black and white. 11 minutes. BAVI 4051. $2.25. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I. Introduces Bill and Cathy who live with their parents on the family's truck farm. Shows how the children help with planting, harvesting and other jobs when they are not in school. Shows what work is done on a truck farm, what the farm produces, and where its products go. a.

Ways to good habits
Black and white. 10 minutes. BAVI 2390. $2.00. Not evaluated.
Use: Guid., J; Psych., C; Teach., C; Clubs, J. Illustrates many kinds of good and bad habits among boys and girls in such areas as sports, safety, health, and personality. Stresses the methods of building good habits by deciding on what habits to build, getting someone to help, starting right away, and practicing regularly without slipping back to the old habit. a.

Ways to settle disputes.
Black and white. 10 minutes. BAVI 2391. $2.00. Not evaluated.
Use: Guid., P, I; Phys. Ed., P, I; Psych., C; Safety, P, I; Soc. St., P, I; Teach., C; Clubs, J. Describes means of children's getting along together in spite of differing points of view. Shows that battling is no fun; compromise is better. Emphasizes four principles in settling disputes: compromise, obeying the rules, finding the facts, and finding opinions. Illustrates each principle with episodes on the playground, on the street, or in the halls. a.

We go to school, 1st edition
Black and white. 10 minutes. BAVI 2392. $2.25. Not evaluated.
Use: Lang. Arts, P, I; Guid., C; Psych., C; Teach., C. The story of a boy entering a new elementary school, and of the various activities he finds there. Illustrated are the importance of taking turns at work and play, keeping everything in its proper place, cooperation, consideration of others, and sharing. a.

We go to school, 2nd edition
1970. Color. 11 minutes. BAVI 7686. $4.50. Not evaluated.
Use: Guidance, P; Lang. Arts, P; Psych., C; Teaching, C. Presents idea to youngsters that school is made especially for them. Demonstrates classmates who are working together, helping each other, helping their teacher, and working by themselves. Encourages audience to relate the film's activities to their own. a.

What to do about upset feelings
11 minutes. Not evaluated.
On understanding why you are upset; facing responsibility. b.

Where do our letters go?
Black and white. 11 minutes. BAVI 3617. $2.25. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I. Follows the invitations that Jerry's sister and mother are sending out for a surprise party on Jerry: how letters are prepared for mailing, handled at the post office, and reach their destination. a.

Where does our meat come from?
Black and white. 11 minutes. BAVI 5078. $2.25. Not evaluated.
Use: Soc. St., P, I. Takes us behind the scenes to show where meat comes from starting with the raising of cattle, hogs, and sheep. Visits the stockyards, packing plant, and ends with the shipment at the supermarket. a.

You and your parents
Black and white. 13 minutes. BAVI 2510. $3.00. Not evaluated.
Use: Citizenship, J; Guid., S, C; Teach., C; Clubs, A. Takes the typical problem of a young man in high school whose parents seem unwilling to relinquish parental authority on such things as the hours he keeps. Shows the reluctance of parents to relinquish authority and the necessity for young people to demonstrate their ability to assume responsibility successfully. Stresses need for mutual understanding between parents and their adolescent children in solving such problems. a.

Your communication skills: reading
1969. Black and white. 11 minutes. BAVI 7357. $2.25. Not evaluated.
Use: Eng., J; Lang. Arts, I. Points out that understanding written messages involves more than understanding of the symbols used and the ability to adjust reading speeds. Emphasizes that understanding requires the ability to distinguish fact from fiction and to relate the new messages to the many messages and ideas already stored in one's brain. a.

Your communication skills: speaking
1969. Black and white. 11 minutes. BAVI 7358. $2.25. Not evaluated.
Use: Eng., J; Lang. Arts, I; Speech, I, J. Presents demonstrations showing why a speaker must select his language to suit his audience, how he can help control his own nervousness and ways he can avoid boring, confusing, or angering his listeners. Uses an animated "communication line" to show the path a message takes between speaker and listener. a.

Your communication skills: writing
1969. Black and white. 11 minutes. BAVI 7359. $2.25. Not evaluated.
Use: Lang. Arts, I, J. Demonstrates how information, feelings and abstract ideas can all be communicated from one person to another with the proper words. Shows the importance of selecting words which will avoid reader misinterpretation and will most accurately communicate a particular message. Describes what effects the appearance of a written message may have on the reader. a.

You and your work
Black and white. 11 minutes. BAVI 2511. $2.00. Not evaluated.
Use: Guid., J, S, C; Teach., C; Clubs, J. The story of a young man finding himself after being "fired" from his job of part-time work. Shows how boredom and lack of interest result primarily from one's attitude towards his work and how success and satisfaction result from a positive attitude. Illustrates point of view of a successful young carpenter, farmer, secretary, and salesman. a.

Your job: finding the right one
Black and white. 14 minutes. BAVI 4581. $3.00. Not evaluated.
Use: Guidance, S, C. Shows the importance of finding the "right" job. Describes how the consideration of abilities, interests and training are factors in finding jobs. Indicates ways to organize a plan of action which will result in job offer. a.

Your job: applying for it
Black and white. 14 minutes. BAVI 4582. $3.00. Not evaluated.
Use: Guidance, S, C. Discusses the typical way of applying for jobs. Describes the importance of appearance, getting good leads on jobs, perserverance and making the most of your assets. a.

Your job: fitting in
Black and white. 16 minutes. BAVI 4583. $3.50. Not evaluated.
Use: Guidance, S, C. Describes the importance of learning and following company rules, learning from mistakes and paying close attention to instructions. Indicates helpful attitudes to have when starting a job. a.

Your job: you and your boss
Black and white. 16 minutes. BAVI 4584. $3.50. Not evaluated.
Use: Guidance, S, C. Discusses the relationship between worker and boss as seen from both points of view. Uses interviews with supervisors and employees, answering many of the questions faced by young people regarding dependability, familiarity and authority. a.

Your job: getting ahead
Black and white. 16 minutes. BAVI 4585. $3.50. Not evaluated.
Use: Guidance, S, C. Interviews experienced workers, giving tips on getting ahead. Uses example of a young man entering a career as a newspaperman. Discusses questions about changing jobs, recognizing dead end jobs, picking areas for advancement and planning for additional education. a.

Your job: good work habits
Black and white. 14 minutes. BAVI 4586. $3.00. Not evaluated.
Use: Guidance, S, C. Interviews two high school graduates on their first full-time jobs in which they recognize work of good quality, done with safety and satisfaction. Indicates that good work habits, such as working steadily, concentrating and planning ahead can lead to a promotion, a raise and other benefits. a.

Counseling Films, Inc.

Career counseling films (series)
Grades 7-9. Not evaluated.
A series of 40 films, 14 to 17 minutes in length, make up this career counseling library. Available in 16 mm. or super - 8. b.

Louis DeRochemont Associates
18 East 48th Street, New York, N.Y. 10017

Jobs in the health field
1967. Color. 11 minutes. $43.09 or free loan. Grades 4-6. Not evaluated.
Color film on health careers highly recommended by NVGA. b.

When I'm old enough, goodbye!
Black and white. 25 minutes. BAVI 5468. $2.00. Not evaluated.
Use: Guid., S. Portrays dramatically the problem Doug encounters "on the outside" after his decision to quit school and take a job. Considers the reason for dropouts,

the false reasoning behind them, their tragedies and possible solutions. a.

Denoyer-Geppert Times Mirror
5235 Ravenswood Ave., Chicago, Ill. 60640

Wonderful world of work series
Black and white. Several purchase plans. Primary grades. Not evaluated.
Filmstrips and records deal specifically with the occupations children most often see around the home, pointing out the skills that these workers must acquire to satisfactorily perform their jobs. b.

Dibie-Dash Productions, Motion Pictures
4949 Hollywood Boulevard (Suite 208) Hollywood, Ca. 90037

Getting a job is a job
Color. 17 minutes. BAVI 7114. $6.00. Not evaluated.
Use: Guidance, S. Follows two young people as they seek employment, pointing out right and wrong ways of applying for a job. a.

Walt Disney Productions, Educational Film Division
3505 Buena Vista Avenue, Burbank Ca. 91503

Fight
1970. Color. 8 minutes. BAVI 7537. $3.50. Not evaluated.
Use: Citizenship, P, I; Soc. Probs., P, I. Poses the question (through a dramatized incident) of what to do when someone deliberately trips you. Various options and alternatives leading to certain consequences are explored. A final solution is not offered. The problem is left open for class discussion. a.

Doubleday and Company, Inc., School and Library Division
Garden City, L.I., New York 11530

Careers series films
Grades 7-9. Not evaluated.
Titles include: agri-business; clerical; communications; construction; education; general services; government service; health service; leisure industries; making a choice; mechanical; sales; and technicians. b.

Pat Dowling Pictures
1056 South Robertson Boulevard, Los Angeles 35, Cal.
Fathers go away to work
1959. Black and white. 11 minutes. Primary grades. Not evaluated.

Educational Enrichment Materials, Inc.
Norwalk, Con. 06851

I want to be . . . series
Black and white. Primary grades. Not evaluated.
Filmstrips designed to introduce children to various career areas, doctor, fireman, librarian, nurse, pilot, teacher. b.

Educational Film Library Assn., Inc.
17 W. 60 St., New York, N.Y. 10023

Going places
1966. Color. 8 minutes. 16 mm. $95.00. Grades 7-9. Not evaluated.
Film fantasy of teenagers taking over jobs to which they aspire. A youthful narrator offers constructive suggestions for students. Used to motivate toward education and training for careers. b.

Educational Projections Corp.
527 Commerce St., Jackson, Mis. 39205

Pre-vocational program.
80 film lessons and 40 student learning manuals. Not evaluated.
Titles consist of: Moving to a new place, A new place to live, Your city helpers, City transportation, Looking for a job, Using the want ads, Answering the want ads, Filling out an application, Filling out a medical record, The interview, Selecting a job, The first day on the job, Getting along on the job, Safety on the job, The role of the union, On the job benefits, The first paycheck, How to handle your money, Opening a savings account (interest), Opening a checking account, Checking on your expenses, Buying carefully, Installment buying, Borrowing money, Sending money to the family, Keeping in touch with the family, When you get sick, Staying healthy, If you get into trouble, Finding out about other jobs in your company, How school helps to prepare you for advancement, Boy friends and girl friends, How to plan your recreation, A well-balanced individual, Six success stories.

Each title contains two filmstrips and one learning manual. Filmstrip A is a concept or motivation lesson, filmstrip B expands the concept covered in filmstrip A and develops skills in reading, grammar and math. A self check learning manual gives additional practice in reading and math. Available as complete program of 40 units or each unit available individually. c

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Educational Reading Service Inc.
East 64 Midland Avenue
Paramus, N.J. 07652

Fathers at work
$42.00 for set of 6; $7.00 each. Grades 4-6. Not evaluated.
Shows six fathers working at different occupations. My dad is a: carpenter; moving man; shoe store worker; factory worker; supermarket worker; and service station worker. b.

Mothers Work, Too
$42.00 for set of 6; $7.00 each. Grades 4-6. Not evaluated.
My mother is a: waitress; dental assistant; works in a bank; works in an office; works in a drugstore; and works at home. b.

They need me
$42.00, each - $7.00. Grades 4-6. Not evaluated.
Makes children aware of emotional and social interdependency between themselves and their family members and friends. b.

What do you think
$42.00, each - $7.00. Grades 4-6. Not evaluated.
Encourages children to think critically about their own values. b.

School helpers
Black and white. $32.50 for 6 filmstrips. Grades K-3. Not evaluated.
Series makes students aware of contributions by school staff. Told through a simple story. b.

Edu-craft, Inc.
6475 Dubois, Detroit, Mich. 48211

Come to work with us
Grades 4-6. Not evaluated.

World of work filmstrip kits
The WOW Series was conceived as an answer to the need for bringing the world of work into the classroom. The series consists of brief, informative, realistic filmstrip treatments of various occupations explaining their nature and importance.

World of work filmstrip kit K-3
Not evaluated.
Each kit contains a filmstrip, record and study guide in the following categories: Wally, the work watcher; The Newspaper boy; The Junior house-maker; Drug store; Supermarket; Service station; Electrical servicers; Gas and oil servicers; Telephone servicers; Mail delivery; and Dairy product delivery. d.

World of work filmstrip kit
Grades 4-6. Not evaluated.
Each kit contains a filmstrip, record and guide: The kits cover the following categories: What else do fathers do?; Just what do mothers do?; It's in your hands; Food, shelter, clothing (Home Economics); Helping the healing hands (Health); Getting the goods to users (Distributive occupations); A matter of business (office occupations); It's the growing thing (natural resources); At your service (Personal Services); Raw steel to rolling wheels (technical and industrial); The electrical workers; The gas and oil workers; the Telephone workers. d.

Encyclopedia Britanica Films, Education Corp.
Educational Services Dept., Chicago, Ill.

Airport
Black and white. 10 minutes. BAVI 0057. $2.25. Not evaluated.
Use: Aero., S; Eng., J, S; Lang. Arts, P, I; Soc. St., P, I. Typical activities around a busy airport. How flights are guided in and out. Planes made ready for their passengers; ticket sales, baggage and mail handling, food trays preparation, and the work of the supervisors. Follows one big DC-6 flight from hangar to takeoff. Precautions and procedures in handling private plane traffic. a.

Are manners important
Black and white. 11 minutes. BAVI 3092. $2.25. Not evaluated.
Use: Lang. Arts, P, I; Soc. St., P, I. Uses everyday events to show that manners are needed to keep things running smoothly. Pictures what happens at home, on the street, on the playground, and at school, when someone fails to give consideration to the rights of others. Ends with questions for viewers to discuss. a.

Autumn on the farm
Color. 10 minutes. BAVI 0167. $4.00. MH primary-intermediate grades. Appropriate.
Use: Lang. Arts., P, I; Nat. Sci., P. I; Read. Readiness, P; Soc. St., P, I. One of a series of four color films on the seasons, filmed during the months of September, October and November. A portrayal of the autumn season, the harvest, preparation for winter months. Joan and Jerry Johnson picking apples; seeing a grasshopper, goldenrod, wild asters and milkweed pods; watching the filling of a silo, and picking grapes. Other scenes showing harvesting corn by machine, finding pumpkins, gathering hickory nuts, a chipmunk busily searching for food, a skunk looking for food and a flock of turkeys. a.

Basic elements of production
Black and white. 13 minutes. BAVI 3241. $3.00. Not evaluated.
Use: Econ., S, C; Soc. Probs., S; Soc. St., C, A. Presents two very different production methods - the slow simple production of handmade pottery and the assembly line production of aluminum pots. Demonstrates how basic to both are the four elements of production: Natural resources, labor, capital, and management. Brings out the need for efficient use of these elements. a.

The Community baker
Black and white - $60.00; color - $120.00. 11 minutes. MH intermediate grades. Appropriate.
Shows step by step process of bread making, packaging and selling. b.

Dairy farmer
Color. 17 minutes. BAVI 6482. $6.00. Not evaluated.
Use: Ag., S, A; Soc. St., I, J; Clubs, J, A. Reveals the work and way of life of the modern dairy farmer. Highlights his problems and examines the economic and geographical factors of dairy industry development. Illustrates and contrasts the large ultra-modern highly mechanized farmer with the small modern, family-owned and operated farm. a.

Developing your personality
Black and white. Not evaluated.

Eggs
Black and white. 11 minutes. Grades 4-6. Not evaluated.
Care and feeding of hens - candling, packing, storing and shipping of eggs. b.

Farm family in spring
Color. 16 minutes. BAVI 1118. $6.75. Not evaluated.
Use: Geog., P, I; Soc. Studies, P, I. Takes place on a farm around Whitewater, Wisconsin. Describes the activities of the family while planting garden and field, tending to the birth of a calf, taking trips to town and choosing a 4-H club project. a.

Getting a job
Black and white. 16 minutes. BAVI 3040. $3.00. Not evaluated.
Use: Guid., S; Soc. Probs., S. Introduces a high school senior who has decided he can no longer put off the matter of looking for a job and who therefore decides the general area into which he wants to go by listing possible employers. Shows the school's vocational counselor suggesting how he can learn about these various companies, whom to contact and what information to prepare prior to the interviews. Outlines six possible roads to a job. a.

Getting along with parents
Black and white. 15 minutes. BAVI 3252. $3.00. Not evaluated.
Use: Guid., S; Clubs, J, A. Looks at the question of mutual respect between teenagers and their parents. Uses a situation in which six high school students decide to visit a night club after the Junior Prom. Shows parents' opposition for different reasons, disclosing varied family backgrounds and attitudes. Points out the two sides to the problem and that both have a right to be heard. a.

Getting the news
Color. 16 minutes. BAVI 1135. $6.75. Not evaluated.
Use: English, J; Guidance, I. J; Soc. Studies, I. Shows the various ways in which we obtain news. Discusses the function of new media: functions and duties of reporters, the police teletype, radio, wire services, television, motion picture, and video tape. Illustrates how new media gathers information on a story connected with a local man and child who might be carrying smallpox. a.

Good citizens
Color. 11 minutes. BAVI 6412. $4.00. Not evaluated.
Use: Citizenship, P. Explores good citizenship practices at home, at school and in the community. Relates individual behavior to the welfare of the community and the entire country. a.

Geography series
Black and white. Grades 4-6. Not evaluated.
Explores occupations found in given regions of the U.S. b.

Growing up
Primary grades. Not evaluated.

Keeping clean and neat
Black and white. 10 minutes. BAVI 3883. $2.00. Not evaluated.
Use: Health, I. Emphasizes the social values of cleanliness and neatness. Shows how these qualities can be achieved. Uses two eighth grade students who visit lower grade rooms to select helpers for their assembly program. Uses flashback technique to show how these two achieved their good appearance. a.

The Lighthouse
Color, $135.00. 12 minutes. Grades 4-6. Not evaluated.
Story of a boy whose father is a lighthouse keeper.

Making work easier
1964. Grades 4-6. Not evaluated.
Machines and safety - shows how scientific principles ease work. b.

Office courtesy
Black and white. 11 minutes. BAVI 2926. $2.25. Not evaluated.
Use: Comm., S, C; Ind. Mgt., A. Allows a receptionist to see herself as others see her and thus shows the results of both courteous and discourteous behavior to both the individuals concerned and the company. a.

Orange grower
11 minutes. Grades 4-6. Not evaluated.

Office Etiquette
Black and white. 14 minutes. BAVI 1552. $3.00. Not evaluated.
Use: Comm., J, S, C; Guid., J, S; Psych., C; Clubs, J, A. Presents interestingly the basic rules of office etiquette: know your job and enjoy it; enjoy the people you work with; be considerate of them; and be considerate of your employer. Illustrates such points as admitting mistakes, accepting criticism graciously, organizing and planning work efficiently, helping others, and courtesy on the telephone. a.

Our community services.
1970. Color. 14 minutes. BAVI 7589. $4.75. Not evaluated.
Use: Soc. St., P. Illustrates some basic public services provided for the people in an urban community. Points out the difference between public and private services. Explains how community services are paid for by various taxes. Shows how the people can utilize their existing public services to improve their community. a.

Policeman 2nd edition
Color. 11 minutes. BAVI 3715. $3.75, and black and white. 11 minutes. BAVI 1718. $4.00. Not evaluated.
Use: Read. Readiness, P; Lang. Arts, P; Civics, J. Follows a typical patrolman through one of his regular shifts of duty. In due course, the use of motorcycles and patrol cars with two-way radio communication is demonstrated and ex-

plained. Lessons in pedestrian and vehicular traffic safety are developed, along with the role of the policeman in rescue work and the apprehension of a speeding driver. a.

Spring on the farm
Color. 10 minutes. BAVI 2086. $3.50. MH primary-intermediate grades. Very appropriate.
Use: Lang. Arts, P, I; Nat. Sci., P, I; Read. Readiness, P; Soc. St., P, I. Photographed in Wisconsin's open rural areas. Shows characteristic seasonal conditions of the shrubbery, of vegetation and of animal life. Particularly good for establishing readiness backgrounds among children who are not closely identified with rural life. Leisurely pace, well-chosen narration, excellent photography. a.

Truck driver
Black and white. 16 minutes. BAVI 4528. $3.50. Not evaluated.
Use: Soc. St., P, I. Dramatizes the events that occur during a single trip in the working life of a long-distance truck driver, from the time he reports for work in Chicago until he reaches his destination at Sandusky, Ohio. Describes the organization of a truck terminal and demonstrates how it operates. Suggests the importance of the trucking industry to local and national life. a.

Truck farmer.
Black and white. 11 minutes. BAVI 2280. $2.00. Not evaluated.
Use: Soc. St., I, J; Geog., S. Treats the geography of the Rio Grande delta and provides authentic recordings of the problems and activities of a truck farmer. Reproductions of conversations between the farmer and a visiting tourist, and a discussion of crop matters by the farmer's family, provide a knowledge of their problems and methods of solution. The labor question with respect to the employment of Mexican families for field work is clearly portrayed. Planting, irrigating, spraying, harvesting, packing and shipping truck crops are shown in detail. Scenes of the farmer's homelife focus attention upon living standards made possible by the application of scientific farming methods. a.

Yours, mine, and ours
Color. 11 minutes. BAVI 2840. $4.00. MH primary grades. Appropriate.
Use: Guid., P; Lang. Arts, P; Soc. St., P. Pictures seven situations occurring during a typical school day program. Provides time for the class to formulate solutions or alternatives in the concepts of ownership, responsibility and correct behavior in the classroom and on the playground. a.

Why fathers work
Not evaluated.

Eyegate House, Inc.
146-01 Archer Ave., Jamaica, N.Y. 11435

Program No. 117 Occupational education series
MH junior high grades. Appropriate but several mistakes within series.
Kit containing 9 filmstrips, 4 records, teachers guide. Titles include: The ABC's of getting and keeping a job; Fixing a flat tire; The Gas station attendant; How to use your checkbook; The Job interview; The Nurse's aide; The School cafeteria worker; The Stocker in a supermarket; The Variety store; The Waitress.

The American farmer and our food supply (series)
Not evaluated.

Wonderful world of work
Grades 4-6. Not evaluated.

Education in a democracy
Not evaluated.

Getting along with friends.
Not evaluated.

School days
Not evaluated.

Sticking to your job
Not evaluated.

Patterns of behavior (series)
Grades 4-6. 9 Filmstrips. Not evaluated.

Rise of industrial America
Grades 4-6. Not evaluated.

Where our daddies work
Primary grades. Not evaluated.

Work and play at school
Not evaluated.

Workers for the public welfare
$42.50 - set; $5.25 - each. Grades 4-6. Not evaluated.
Develops concepts, appreciation, and understanding of many types of public employees who serve the community where they live. b.

Films, Inc.
1144 Wilmette Avenue, Wilmette, Ill. 60091

School courtesy
Black and white. 20 minutes. BAVI 1927. $3.00. Not evaluated.
Use: Guid., P, I; Lang. Arts, P, I; Safety, P, I; Soc. St., P, I; Clubs, J. Pictures a boy and his sister entering a new school and the many ways in which they are made to feel welcome by the other pupils. Emphasizes and illustrates how

consideration for others makes school a happier place. Illustrates courtesy as taking turns at the drinking fountain, walking instead of running in halls, cleaning up after lunch, inviting others to play, and cooperation in group projects. a.

Warren Scholoat Productions, Inc., Gordon Flesch Company
Minneapolis, Minnesota

Moral value series
Grades 4-6. Not evaluated.
Series of open ended dilemma situations. Viewers make a choice of appropriate responses to everyday human problems or situations. b.

J. G. Ferguson Publishing Co.
Chicago, Ill.

Vocations in agriculture
1965. 15 min., 16 mm. film. Grades 7-9. Not evaluated.
Illustrates the broad range of vocational opportunities in agriculture and related fields.

Ford Motor Co., Motion Picture Dept.
3000 Schaefer Rd.,
Dearborn, Mich. 48124

Listen, Listen
Not evaluated.

Guidance Associates
Pleasantville, N.Y. 10570

Preparing for jobs of the 70's
Not evaluated.

Your personality, the you others know
$35.00. Grades 7-9. Not evaluated.
Two part sound filmstrip in which peers discuss positive and negative personality traits, relationship between personality and physical appearance, realistic self improvement goals, working for self discovery. b.

Babysitting: the job - the kids
$35.00. Grades 4-6. Not evaluated.
Teaches sound basic approach to the job, emergencies, making decisions and care of children. b.

High school course selection and your career
$35.00. Grades 7-9. Not evaluated.
Two sound film strips provide a basic introduction to course planning and shows relationship of educational choice and career planning. b.

If you're not going to college
Grades 7-9. Not evaluated.

People we know
Grades 4-6. Not evaluated.

Preparing for the world of work
$35.00. Grades 7-9. Not evaluated.
This two-part sound filmstrip demonstrates the necessity of choosing occupations in line with aptitudes and interests and investigates five major areas of vocational education. b.

Why work at all?
Grades 7-9. Not evaluated.

First things: Sound filmstrip for primary years
Not evaluated.
Series helps children grow in understanding of themselves and others as individuals and members of groups within society. b.

Getting and keeping your first job
$35.00. Grades 7-9. Not evaluated.
This two-part sound filmstrip provides suggestions for successfully making the transition from school to the world of work. b.

Jam Handy Productions
2781 East Grand Boulevard, Detroit, Mich. 48211

How can I understand others?
Not evaluated.

A Special breed
22 minutes. Free rental. Grades 4-6. Not evaluated.
Introductory film which could provide motivation to consider construction and heavy machinery as occupational choices. NVGA rating: excellent. b.

The most important business in the world
Not evaluated.

Harcourt, Brace and World Inc.
757 Third Avenue, New York, N.Y. 10017

Babysitting
Not evaluated.
Filmstrip and record

Alfred Higgins Productions
9100 Sunset Boulevard, Los Angeles, Ca. 90060

To a baby sitter
Color. 14 minutes. BAVI 2535. $5.00. Not evaluated.
Use: Home Ec., J, S; Safety, J, S; Clubs, J, A. Reviews the safe practices of sitter and parents. Considers the responsibilities of each, the precautions to be taken, and the ways of meeting emergencies. a.

Holt, Rinehart and Winston, Inc.
383 Madison Ave., New York, NY 10017

We all work (from five friends at school series)
1967. $30.00 for set of 6 filmstrips. Grades K-3. Not evaluated.
In this one filmstrip from the set, children tell what their fathers do to support the family and what their mothers do to maintain the home. b.

Imperial Films

Fathers work, mothers work too
Grades 4-6. Not evaluated.

Instructo set

Homes, families, and neighbors
Not evaluated.

International Film Bureau
322 South Michigan Avenue, Chicago, Ill. 60604

Airport helpers
Color. 10 minutes. BAVI 0151. $3.75. Not evaluated.
Use: Lang. Arts, P; Soc. St., P. Shows airport helpers at work. Stresses variety of helpers necessary for safe and efficient operation. Includes electricians, field sweepers, fuel suppliers, weather forecaster, control tower, radar operator, baggage loader, and others. a.

Clear gain
Not evaluated.
Vocational training for the MR.

Chairmaker and the boys
21 minutes. $195.00. Grades 4-6. Not evaluated.
Integrity of craftsmanship in furniture industry is depicted. b.

Selling your personality
Black and white. 9 minutes. BAVI 1967. $2.25. Not evaluated.
Use: Com., S, C. The wrong and right ways to approach a customer and conduct a sale. Illustrates various thoughtless errors by salesgirls such as lack of interest in the customer, cleaning nails publicly, using the same expressions repeatedly and dull facial expression. Reviews the mistakes made and gives customer reactions. Proper approach illustrated throughout. Available to non-profit organizations only. a.

Who is Pete?
25 minutes. 16 mm. film. Grades 7-9. Not evaluated.
Shows how a teacher utilizes results of school testing program to determine strengths and weaknesses and help her meet needs of individual students. b.

Journal Films, Inc.
909 West Diversey Parkway, Chicago, Il. 60614

Business office
1970. Color. 9 minutes. BAVI 7431. $4.00. Not evaluated.
Use: Bus. Educ., S; Guidance, S. Shows work done and machines used in small and large business offices. Demonstrates the use of business techniques in preparing for a high school prom. a.

Going to school is your job
Color. 15 minutes. BAVI 0278. $5.00. Not evaluated.
Use: Citizenship, P. Emphasizes how people work together in a school to make it a place in which to learn how to assume responsibility and to work together. Compares the school to a community in which many jobs are done by many different people, thus making for healthy and happy people contributing to the welfare of all. a.

Vocations in agriculture
Color. 15 minutes. BAVI 6208. $5.00. Not evaluated.
Use: Ag., J, S; Guid., J, S. Explores the many vocations related to agriculture: research, engineering, business practices, teaching, communication, conservation, services, veterinary medicine, and farming itself. Suggests the training necessary for these professions. a.

J & F Films
1401 Walnut Street, Suite 400, Philadelphia, Pa. 19102

Every hour - every day
Color. 30 minutes. BAVI 4789. $6.75. Not evaluated.
Use: Citizenship, I, J; Soc. St., I, J; Clubs, A. Describes the ever-present and varied services of the policeman as a neighbor and citizen of the community as well as a professional man with highly trained skills in a position of responsibility. a.

Library of Congress
Washington, D.C.

Getting and keeping your first job, Part II
Not evaluated.

McGraw-Hill Book Co.
Manchester Road, Manchester, Mo. 63011

Families and learning: everyone's a teacher
1967. Color. 11 minutes. $129.00. Grades 4-6. Not evaluated.
Presents way youngsters learn from family life. b.

Jobs and interviews: getting started
1970. Color. 18 minutes. BAVI 7586. $6.75. Not evaluated.
Use: Guidance, S, A. Depicts a young black man who gets advice on the most effective steps in finding and getting a job. Emphasizes the importance of the job interview. Describes the main purposes of an interview and reviews some bad approaches and attitudes the young black man should avoid when in an interview situation. a.

Jobs for men: where am I going?
1970. Color. 10 minutes. BAVI 7598. $5.00. Not evaluated.
Use: Guidance, S. Depicts a young black high school

graduate, Eddie Blake, who is dissatisfied with his dishwashing job, and so decides to look for a better job with a future. Shows how Eddie went about assessing his own capabilities and discussing job openings with an employment counselor. Observes Eddie's job interview which illustrates many important points on interviewing successfully. [a]

Jobs for women: where are you going Virginia?
1970. Color. 15 minutes. BAVI 7563. $5.00. Not evaluated.
Use: Guidance, S, A; Social Work, S, A. Shows the job situation of a young black woman who wants to move up to a better job position. Follows and explains the most efficient path to follow in choosing and finding the right job. Reviews career fields that hold many job opportunities for women. [a]

See a job series
Grades 7-9. Not evaluated.
This series of sound filmstrips is particularly useful for students with poor reading and writing skills. [b]

Jobs and advancements: on the move
1969. Color. 14 minutes. BAVI 7587. $5.75. Not evaluated.
Use: Guidance, S, C, A. Goes inside a large automobile manufacturing plant to picture and record the comments of a particular automobile establishment thought important for job advancement. Shows a job counselor (or supervisor) suggesting to an employee ways in which he might improve in order to be considered for a job promotion. [a]

Our school workers
Not evaluated.

Schools and rules: rules to view a zoo by
1967. Color. 11 minutes. BAVI 7511. $4.00. Not evaluated.
Use: Guidance, P; Soc. St., P. Follows a class on their trip through a zoo and points out rules the students are following and why it is important that they follow them. Describes consequences the class experienced when one member did not follow a rule. [a]

Troublemaker
Black and white. 13 minutes. BAVI 4765. $3.00. Not evaluated.
Use: Guid., S, C. Presents a high school student, who is not liked by most others, trying to gain favorable attention by "informing" and spreading false or distorted information. Shows how he starts trouble by making insinuating remarks about one of the girl students and later how he attempts to discredit one of the school's star football players. Ends with the school dance where he discovers that the group does not want to listen to him and his realizing that his efforts have made him a complete outsider. [a]

Cities and communication: Keeping the community informed.
8 minutes. Not evaluated.
Carol's cat leads her to investigate ways in which TV, newspapers and other communication media serve the community.

How to get a job and keep it
Not evaluated.

Person to person communication
Not evaluated.

Selling yourself to an employer
Not evaluated.

A World of work series
Grades 7-9. Not evaluated.
Aimed at the potential school dropout and non-college bound student. [b]

How do you do
Black and white. 15 minutes. BAVI 0980. $3.00. Not evaluated.
Use: Eng., J, S; Guid., J, S; Clubs, J, A. A well-organized approach to the problem of how to introduce persons, one to another, illustrated in this film. Organized to be of interest to teenagers, illustrates introductions under varying circumstances: boys and girls of same age; persons of same and opposite sex; acknowledging introductions, etc. [a]

Dairy industry
Black and white. 11 minutes. BAVI 0523. $2.00. Not evaluated.
Use: Soc. St., J; Guid., S; Ag., S; Ind. Mgt., A. Production, processing, and marketing of dairy products in 1942. Jobs on the dairy farm: herding cattle, milking, and sterilizing equipment. Jobs as feed experts held by men who have a knowledge of dairying. Dairy plant operation, product processing, and marketing, which offer opportunities for trained men and women. Other opportunities as butter makers, cheese makers, laboratory testers, ice cream makers, technicians, and dairy managers. [a]

You want to look right
Not evaluated.

Modern Learning Aids
1212 Sixth Avenue, New York, N. Y. 10036

Imaginary they
Color. 22 minutes. BAVI 2816. $7.50. Not evaluated.
Use: Social Probs., S; Soc. Studies, J, S; Sociology, S. Explores the need for rules and laws, shows who really makes them and illustrates how they are nothing more than a flexible set of rules designed to do the greatest good for the greatest number. Draws a parallel between a group of teenagers trying to convince their principal to allow a school boat ride and a group of home owners attempting to

dissuade their traffic commissioner from building a road through their community. Requires careful teacher preparation for use. a.

March of Times of Time - Life Broadcasting Inc.
Time-Life Building, Rockefeller Square, 1271 Avenue of the Americas, New York, N.Y. 10020

Careers for girls
1949. Black and white. 17 minutes. BAVI 0348. $3.00. Not evaluated.
Use: Guid., J, S, C; Soc. Probs., S; Soc. St., J; Clubs, J, A vocational exploration film designed to make girls and young women aware of the many types of jobs that are today open to women. Stresses importance of analyzing one's own interests and abilities - then learning about different occupations, their requirements, opportunities, and rewards. Briefly describes stenography, secretarial, modeling, sales, technician, merchandising, designing, nursing, teaching, acting, music, and journalism jobs. a.

Henk Newenhouse Inc.
1825 Willow Road, Northfield, Ill. 60093

Everyone helps in a community by Churchill
Color, $150.00; Black and white, $75.00. Not evaluated.
Work in pioneer days is contrasted with work today in which each person specializes in what he can do best. b.

It's up to you . . . choosing a career
1970. Color. 11 minutes. BAVI 7410. $4.00. Not evaluated.
Use: Guidance, J, S. Expresses some teenage insights into choosing a career. Relates the job concerns of four young teenagers. Does not tell the viewer what to do but presents some information on which to base his own conclusion. Produced by two 19-year old college freshmen. a.

Our family works together by Churchill
Color, $120.00; Black and white, $60.00. Not evaluated.
A family trip, off to a poor start, becomes a success as each member does his job. b.

What do fathers do?
Color, $120.00; Black and white, $60.00. Not evaluated.
Toby learns how his father's earnings buy things his family needs and wants. b.

Ohio State University
190 West 17th Avenue, Columbus, Oh. 44223

Police reporter
Black and white. 18 minutes. BAVI 2622. $4.00. Not evaluated.
Use: Eng., S, C; Guid., C; Lang. Arts, I; Soc. St., J; Clubs, J, A. Presents the "what" and "how" of the police reporter's job on a metropolitan newspaper. Shows how information on potential news stories is obtained from such sources as police records and short-wave radio; how the telephone may be used effectively in verifying and gathering additional information; the "leg-work" required for filling in the story; and the close coordination necessary between reporter, city desk, and the rewrite man. Emphasizes need for alertness, memory, and initiative in good reporting. a.

Perceptual Development Laboratories
6767 Southwest Avenue, St. Louis, Mo. 63143

Visual Learning Systems
Not evaluated.
A program utilizing a modified movie projector and special films in a multi-function way. Live action, still photography, animation, tachistoscopic projection and pacing controls. Programs available include:

Oral communication program
From junior high to adult level. Not evaluated.
Three demonstration films, student workbooks and 20 listening exercises and tapes. Program objective is to develop recognition of the importance of communication skills in personal development, job qualifications, job advancement and successful living.

Job attitude series
High school level through adult. Not evaluated.
Teacher's guide, 6 demonstration films, student workbooks. Designed to develop positive job attitudes through understanding of how a company is organized, profit operations, need for authority in company operations. Describes purpose of company policies, rules, standards and procedures. Discusses role of the supervisor. Stresses the importance of cooperation, teamwork and good attitude toward work, job and company.

Basic clerical skills program
High school level through adult. Not evaluated.
9 demonstration films, 8 self-scoring drill films, three timing films, student workbooks, and related materials. Objective is to train beginning typist in the operation of manual, standard, electric or selectric typewriters.

Typing skill improvement program - a continuation of above program.
Not evaluated.

Popular Science Audio Visuals, Inc.
355 Lexington Avenue, New York, N.Y. 10017

Building self-confidence
Not evaluated.

Career planning in a changing world
$6.75. Grades 7-9. Not evaluated.
Captioned filmstrip encourages young people to think realistically about job opportunities as they change with social and technological changes. b.

How to find a job for yourself.
Not evaluated.

How to get a job and keep it
Grades 4-6. Not evaluated.

How to study occupations
Grades 4-6. Not evaluated.

Interest pays off
Grades 4-9. Not evaluated.

The meaning of work
1970. $6.75. Grades 7-9. Not evaluated.
Captioned filmstrip depicts work as man's major activity and discusses the changing nature of the work force. b.

The flow of goods and services
$6.00. Grades 7-9. Not evaluated.
Filmstrip shows the economic interdependence of various segments of society and highlights production and distribution of goods and services. b.

Your job outlook
1970. $6.75. Grades 7-9. Not evaluated.
Captioned filmstrip presents a point of view from which to consider career choice as it relates to job prospects for the future. b.

New career opportunities.
Grades 4-6. Not evaluated.

So you want a summer job
Grades 4-6. Not evaluated.

Striving for excellence
Not evaluated.

When you go to work
Grades 4-6. Not evaluated.

Racine Technical Institute
Racine, Wis.

Where the action is
Not evaluated.
Slide-tape presentation.

ROA's Films
Milwaukee, Wisc.

The adventures of the lollipop dragon
Black and white. Not evaluated.
Six filmstrips and 3 records on social attitudes and human values. An excellent way to develop awareness in children about rights and needs of others. b.

Game of might have been
$6.50. Not evaluated.
On wishful thinking and accepting reality. b.

A day with your family
$7.00. Not evaluated.
Shows how each family member has certain needs and responsibilities that are important to all family members. b.

Community workers and helpers series
$7.50 each.
Titles are: department store workers; doctors; office workers; hospital workers; school workers; supermarket workers. Series takes primary grade students on fascinating behind-the-scene visits to community workers and helpers whose goods and services affect their lives; emphasis is on meaning of community and community interdependence. b.

Working in the U.S. community series
$7.00 each. Grades K-3. Not evaluated.
Titles are: Chicago - transportation community; Detroit-manufacturing community; New Orleans- marketing community; San Francisco - financial community. b.

Getting to know me series
$8.00 each.

A boat named George
Not evaluated.
Shows how a few words can clear up misunderstandings and promote friendships and fun; stresses the importance of working with others. b.

Listen, Jimmy!
Not evaluated.
Jimmy learns the way to win the respect of his classmates is by doing instead of by talking; stresses succeeding the right way. b.

People are like rainbows
Not evaluated.
Tells how people both similar and different make up our world; stresses the importance of being yourself. b.

Strike three! You're in!
Not evaluated.
Tim can't play baseball but is good at math, so he becomes the team scorekeeper; stresses recognition of one's abilities. b.

Learning to live together series
$6.50 each. Not evaluated.
Titles are: Learning to be forgiving; Learning how to be liked; Learning to be unselfish; Learning to make friends; Working together in the family. Series encourages students to understand and respect other people; teaches that tolerance and understanding can lead to more wholesome friendships and that life can be more enjoyable by learning to live with others; shows how family cooperation leads to happier relationships. b.

Robert goes shopping
$7.00. Not evaluated.
Depicts elements of the neighborhood; what stores offer; individuals as consumers. b.

Science Research Associates
259 East Erie Street, Chicago, Il. 60611

Focus on self development (kit)
Primary grades. Not evaluated.
Kit includes 5 sound filmstrips, 4 story records, 20 photo cards and an activity book "Here I Am." Designed to help children gain an understanding of themselves, others, the environment, and its effects. e.

Widening occupational roles kit
1968. Black and white. $26.25. Grades 7-9. Not evaluated.
Five filmstrips are a part of kit and illustrate the vital relationship between education and job opportunities. b.

Society for Visual Education Inc.
1345 Diversey Parkway, Chicago, Il. 60614

Community workers and helpers
MH primary-intermediate grades. Appropriate.
8 captioned filmstrips about people in daily life and how we rely on them.

Job opportunities now
1970. $49.50. Grades 4-6. Not evaluated. Stresses skills, work attitudes and education. For mature regular 6th graders. b.

What is a job? by Walter M. Lifton
Grades 4-6. Not evaluated.
Characteristics and importance of a job are stressed. b.

Learning to live together
Each filmstrip and guide - $6.50, each record for two filmstrips - $3.50. Grades 4 6. Not evaluated.
Part I: Working together in the family; Learning to use money wisely; and two others on forgiving and being unselfish. Part II: Getting along with family and three others on sharing, making friends and being liked. b.

Dairy helpers
Not evaluated.

Developing basic values (series)
Grades 4-6. Not evaluated.
Series includes: Acceptance of differences; Consideration of others; and Recognition of Responsibility. b.

Foundations for occupational planning (series)
Use at 5th grade level and above. 5 filmstrips in series. Not evaluated.

What good is school by Walter Lifton
Grades 4-6. Not evaluated.
Filmstrip relates importance of school to work. b.

A family at work and play
Not evaluated.

Fire department helpers
Not evaluated.

Moving goods for people in the city
Not evaluated.

Neighborhood funds and helpers
Not evaluated.

People and their needs
Not evaluated.

Police department helpers
Not evaluated.

Postal helpers.
Not evaluated.

Supermarket helpers
Not evaluated.

Sterling Educational Films
241 East 34th Street, New York, N.Y. 10016

Boring and drilling
Color. 15 minutes. BAVI 7156. $5.00. Not evaluated.
Use: Indus. Arts, J, S; Clubs, A. Shows the proper use and selection of basic boring and drilling tools for wood projects. Presents excellent close-up and cut-away views of drilling processes. a.

Metal work-hand tools: snips and shears
Color. 13 minutes. BAVI 7205. $5.00. Not evaluated.
Ind. Arts J, S. Demonstrates the proper use and cutting characteristics of the straight, combination, curved blade and aviation snips (left, right and universal styles) and the foot-squaring shears. a.

Metal work-hand tools: layout tools for metal work
Color. 13 minutes. BAVI 7204. $5.00. Not evaluated.
Use: Ind. Arts J, S. Describes and demonstrates measuring tools (try square, dividers, calipers) and marking tools (scribers, punches, and calipers). Illustrates methods of transferring designs to metal and the use of layout fluids. a.

Metal work-hand tools: files
Color. 13 minutes. BAVI 7203. $5.00. Not evaluated.
Use: Ind. Arts J, S. Shows the basic characteristics of files (size, shape and cut) along with the types of files (flat, half/round, round, square, mill, and jewelers). Demonstrates straight, draw and fine filing techniques.a.

Metal work-machine operation: drill press
Color. 13 minutes. BAVI 5799. $5.00. Not evaluated.
Use: Ind. Arts J, S. Shows how to use two types of power drills, the drill press and the electric hand drill. Illustrates and explains the major components, how to use in difficult

situations, and safety precautions. a.

Metal work-machine operation: lathe-chuckwork
Color. 13 minutes. BAVI 6091. $5.00. Not evaluated.
Use: Ind. Arts S, C, A. Shows the main components, proper use and safety precautions. Demonstrates setting up and doing chuckwork. a.

Metal work-machine operation: lathe-work between centers
Color. 13 minutes. BAVI 6079. $5.00. Not evaluated.
Use: Ind. Arts S, C, A. Shows the main components, proper use and safety precautions. Demonstrates on setting up and training work between centers. a.

First step typing
Color. 14 minutes. BAVI 4582. $5.00. Not evaluated.
Use: Bus. Ed., J, S, C; Clubs A. Shows the purpose and correct handling of various manipulative parts of the typewriter. Describes the insertion and withdrawal of paper, shift key action and carriage return. a.

Typing posture and the keyboard
Color. 14 minutes. BAVI 4588. $5.00. Not evaluated.
Use: Bus. Ed., J, S, C; Clubs, A. Shows the interrelationship between the typist, typewriter and copy. Uses golfers, cars, drums and kittens to indicate the importance of posture, the home row, rhythmic speed and striking action. a.

Typing techniques
Color. 14 minutes. BAVI 4589. $5.00. Not evaluated.
Use: Bus. Ed., J, S, C; Clubs, A. Describes correcting typographical errors on ordinary typing paper and on carbons; handling and insertion of carbon copies; envelopes, and the realignment of an interrupted letter. a.

Typewriter techniques
Color. 14 minutes. BAVI 4590. $5.00. Not evaluated.
Use: Bus. Ed., J, S, C; Clubs, A. Demonstrates the action of electric typing as compared to manual typing. Describes the manipulative parts of the manual machine. a.

Remedial typing
Color. 14 minutes. BAVI 4591. $5.00. Not evaluated.
Use: Bus. Ed., J, S, C; Clubs, A. Discusses reading, rhythm and pre-positioning. Shows that most common typing errors result from poor posture and finger positioning, bad striking action and carriage return. a.

Stout State University, Audio-Visual Center
Menomonie, Wisconsin 54751

American Industry
Color. 19 minutes BAVI 1930. $6.75. Not evaluated.
Use: Indus. Arts, J, S, Soc. Studies, I, J. Explains that products developed to meet man's needs are planned, produced, and sold to attain a profit for the business. Illustrates the elements needed to produce automobiles, bread, and paper. a.

John Sutherland Educational Films
201 North Occidental Boulevard, Los Angeles, Ca. 90026

Modern Corporation
Black and white. 28 minutes. BAVI 6856. $3.75. Not evaluated.
Use: Bus. Ed., S, C; Econ., S, C. Shows how we depend upon business for products, jobs and income they provide, for the investment opportunities offered, and for the income generated for stockholders and government in taxes. Shows how the sale proprietorship is transformed into a partnership and then into a small corporation. Relates the advantages of the corporate firm to the firm itself and to potential investors. Emphasizes the limited liability of stockholders, the ease of selling corporate shares, the wide-spread public ownership of shares of stock; and the continuity of life of a corporation if it changes ownership or changes officers. Compares small corporations with large corporations. a.

Wisconsin Department of Resource Developmer
Board of Economic Development, 123 West Washington, Madison, Wis.

We like it here
Color. 27 minutes. BAVI 6590. $2.00, and color, 55 minutes. BAVI 2829. $3.25. MH junior-senior grades. Very appropriate.
Use: Clubs, J, A. Surveys with spectacularly beautiful photography Wisconsin's industry, agra-business, educational facilities, summer and winter recreation, beauty of its natural resources, and the results of the program of the State Historical Society and restoring and preserving its history and traditions. a.

Visual Education Consultants, Inc.
2066 Helena Street, Madison, Wisconsin

The apple industry from orchard to you
Grades 4-12. Not evaluated.
Another of the How Americans Work Series that shows care of the orchard, including pruning, spraying, fertilizing and thinning; then takes up harvesting, washing, grading, and boxing the fruit. It is well received in Agriculture, Health, and Guidance classes as well as Social Studies. e.

Budget ideas for youth
Grades 7-12. Not evaluated.
Created for the "Allowance" age group, there are many points in this lesson that apply to all ages which handle money! It deals with determining the amount and source of your income, making a plan for controlling your money, and using the plan you have made. e.

Business methods for young people
Grades 7-12. Not evaluated.
Encourages accurate, up-to-date business methods for the young earner. Discusses advantages and methods of prepara-

tion of a budget. Shows proper methods of check writing and record keeping for checking accounts. e.

Cotton - from soil to fabric
Grades 4-12. Not evaluated.
This is the story of cotton from planting thru various finishing processes. Beautiful photographs show the cotton plant, flower, and fibers bursting from the boll. Discusses also the use of modern machinery in planting, cultivating and harvesting cotton. Recommended for use in social science, home economics, and agriculture classes. e.

Handwriting
Grades 4-12. Not evaluated.
Illustrates why handwriting affects our progress in school, in business, and at home. A brief history of writing precedes the simple guides which will aid in developing more legible handwriting. Produced in cooperation with the Handwriting Foundation. e.

How to read a newspaper intelligently
Grades 4-12. Not evaluated.
This story shows students some of the ways to help them improve their newspaper reading habits, one of the essential skills of good citizenship. e.

How to ride a city bus
Grades K-6. Not evaluated.
Teaches safety, courtesy and knowledge of bus procedures.e.

How to Tell Time, Part I, II, III
Grades K-6. Not evaluated.
Simple exercises, questions and learning activities are included. e.

How trucks help your community
Grades 4-12. Not evaluated.
There are two main ways in which our communities are helped by trucks - through their services and through the jobs they create. Shows that a community without trucks would soon fail to keep pace in today's world. e.

Is farming for me?
Grades 4-12. Not evaluated.
One out of every five men gets his living from the soil. Answers some of the questions asked regarding the farm as a career. It points out the pitfalls as well as the rewards of this work. e.

Jean's farm friends
Grades K-3. Not evaluated.
Serves as a two-fold lesson in Primary reading and the study of farms and farm animals. It is a charming story of a little farm girl and her animal friends. There are only 75 words used in the entire story. e.

Job outlook for youth
Grades 7-12. Not evaluated.
Emphasis is placed on the poor job prospect for young people who leave school too early and stresses the importance of education in promotions and lifetime earnings. e.

Johnny thrift
Grades K-12. Not evaluated.
An interesting story, in cartoon style, about Johnny's introduction to the meaning of thrift. The Teacher's Guide contains practical Related Learning Activities for each grade level, including High School e.

Money lessons for primary grades
Grades K-6. Not evaluated.
Teaches the basic concept of thrift - To save is to have. As a money lesson, it is designed to teach recognition of various coins and bills by describing the pictures on the currency. Also an excellent arithmetic lesson. e.

The planned life
Grades 4-12. Not evaluated.
Makes children aware of the need for planning their lives so they will be happy, successful citizens. Gives goals for a well-planned life. Story is based on a summary of educational goals of the school. e.

The policeman's career
Grades 7-12. Not evaluated.
The filmstrip shows and explains the qualifications needed to become a policeman or policewoman. It vividly illustrates the training given in the Police Academy - including classroom instruction in law and police procedures, first aid, life-saving, and how to deal with emergencies. Students learn why a policeman's career requires hard work, intelligence and dedication. e.

Safety test for you and your home
Grades K-12. Not evaluated.
Shows some of the reasons for the "little accidents" at home that quietly kill thousands of people each year. A tour through the yard, up the porch and into various rooms of the home, illustrates and discusses danger spots. Emphasis is placed on the need to think about, and correct, unsafe practices. Photos supplied through courtesy of the National Safety Council. e.

Simple machines
Grades 4-12. Not evaluated.
A visual presentation of the basic facts regarding the six simple machines, and a discussion of how they help man by multiplying his strength. Essential for Physics Courses. Very useful in elementary General Science classes. e.

Stay in school
Grades 7-12. Not evaluated.
Discusses the many advantages of staying in school until a high school diploma has been obtained. Emphasizes that success in any field is more easily attained with as much academic training as it is possible to acquire. e.

Story of meat animals
Grades K-12. Not evaluated.
Shows that cattle, lambs, and hogs are really nothing more than grass and other feeds which human beings cannot consume, but which, turned into meat, we can eat. e.

Supplying a city with fresh produce
Grades 4-12. Not evaluated.
The photographs illustrate the accomplishment of this tremendous job in a large city and show many of the people involved in performing this work. Students gain an understanding and appreciation of the work-a-day world and its relation to himself and his family. e.

What is a game manager?
Grades 4-12. Not evaluated.
Excellent for both Conservation and Vocational Guidance classes. Shows the various phases in the daily work of a Game Manager. Illustrates why a careful balance of Nature must be maintained in order to be of best service to man and wildlife alike. Explains needed educational background for this vocation. e.

What you should know about social security
Grades 7-12. Not evaluated.
Presented as if the viewer were a worker covered under the program, this filmstrip discusses such points as: who can receive retirement, survivors' and disability payments; where the money comes from; how much a person is likely to receive; why Social Security Numbers are necessary; how the program affects employers; and what changes have been made in the program since its inception. e.

Why do people work?
Grades 4-12. Not evaluated.
Shows that work is not dull drudgery to be endured, but that it is undertaken for worthwhile purposes and can be one of the most enjoyable aspects of life. Serves to instill commendable attitudes towards work, especially when first used in the Intermediate grades. e.

The working woman today - and tomorrow
Grades 4-12. Not evaluated.
This story shows and explains the changing role of women in our society. It encourages girls to prepare themselves for lives that can, and very likely will, include employment as well as marriage. e.

Your guidance service
Color. Grades 7-12. $6.00. Not evaluated.
Offers humorous insight to student problems. The young person can see himself, fictionized but recognizable, in many of the color drawings. He learns that the guidance counselor will help him, not only with future plans but with immediate problems which, left unsolved, might be the basis for greater ones. The value of testing, personality trait evaluation, and other factors is discussed. e.

Your school safety patrol
Grades K-12. Not evaluated.
This filmstrip shows the importance of a school safety patrol in eliminating many of the chances of injury or death which might affect your school children. Shows duties of the Patrol and where to seek help in organizing a Patrol in your school. e.

FOOTNOTES

[a] **Bureau for Audio Visual Instruction Catalog** 1971, University of Wisconsin

[b] **K-12 Guide for the integration of career development into local curriculum,** Wisconsin Department of Public Instruction December 1971

[c] **Vocational guidance on wheels,** Wisconsin Mobile Guidance Career Project , June 1971

[d] **Jipson, Frederick J. Index of special education media,** 1970

[e] Publisher's literature

Other Audio-Visual Materials

American Book Company
35 Fifth Avenue, New York, N.Y. 10003

Music for young Americans song book
Come along to the cornfield 4th grade.
Find work, my daughter and *The lumberjack's song* both for 6th grade.
Very appropriate.

American Guidance Service, Inc., National Forum Foundation
Publishers' Bldg., Circle Pines, Mn. 55014

DUSO (Developing understanding of self and others) (kit)
1970. $82.00. Primary. Not evaluated.
A program of planned experiences to develop understanding of self and others. Includes a manual, story books, posters, records or cassettes, puppets, role playing cards, puppet props and group discussion cards. c.

B'nai B'rith Vocational Service
1640 Rhode Island Avenue NW, Washington, D.C. 20036

Guidance kit
Grades 4-6. Appropriate.
Kit contains a copy of every publication listed in current BBVS catalog, literature in the fields of education and vocational guidance. b.

The Bruce Publishing Company
2642 University Avenue, St. Paul, Min. 55114

Search: Discovery through guidance
Grades 4-6. Not evaluated.
Searchlight on self. Students have opportunities to evaluate their personal feelings and goals.

Silver Burdett Company, a division of General Learning Corp.
46 South Northwest Highway, Park Ridge, Il. 60068

New music horizons song book
Down in a coal mine, Men at work and *Peanut picking song* for 5th graders.
Not evaluated.
Careers Inc.
P.O. Box 135, Largo, Fla. 33540

Briefs, guides, kits, summaries
Grades 7-9. Very appropriate.
Covers a wide range of career information. b.

Children's Record Guild
100 Sixth Avenue, New York, N.Y. 10013

Let's help Mommy; Daddy comes home; Listening for the primary grades. (Record of farm and city sounds.)
Very appropriate.

John Day Company
257 Park Avenue South, New York, N.Y. 10010

Work for independence. A series of special education photo-stimuli aids. by Owen Bernstein, Ph.D. and Bebe Bernstein, M.S.
1971. Very appropriate.
Unit I Work is fun! The Primary child Unit II Work is doing! The Adolescent Unit III Work is living! The Young adult. Photographs and teacher's guide.

Educational Reading Service Inc.
East 64 Midland Avenue, Paramus, N.J. 07652

Women of destiny
$36.80 8 cassette tapes. Grades 4-6. Not evaluated.
Inspiring stories of brave women who overcame enormous personal obstacles to lead the way for others. Helen Keller, Clara Barton, Florence Nightingale, Madame Curie, Juliette Low, Elizabeth Blackwell, Amelia Earhart, Betsy Ross. b.

Educational Record Sales
157 Chambers Street, New York, N.Y. 10007

Living with others: Citizenship
$17.50. Not evaluated.
These recordings permit a youngster to picture himself in a variety of situations so he can learn for himself how to cope with them. b.

The pre-adolescent years (Family and friends)
$4.98 tapes. Grades 5-6 and older. Not evaluated.
Child is helped to understand perceptions and points of view of others leading to a reduction in decision-making based only on his egocentric point of view. b.

Teaching children values
$5.95. Not evaluated.
Utilizing problem solving techniques, this record provides

children with an understanding of integrity, responsibility and love. b.

The world of work
$35.70 - six 12 inch, 33 1/3 rpm records. Grades 7-9. Not evaluated.
A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations. b.

Educational Systems for Industry

The world of work
Grades 7-9. Not evaluated.
20 tape cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc. b.

Gordon Flesch Company Minnesota Mining & Manufacturing Co. 3M Co.
3M Center, St. Paul, Min. 55101

Careers (Series) Tapes unlimited
1970. $85.50 for set of 12: $7.50 each. Grades 7-9. Not evaluated.
Series provides a study of 12 major industries, giving the student a broad outlook before committing himself to a course of study. Includes opportunities in: construction, distribution, health service, hotels, motels, restaurants, industries, transportation. b.

The fireman and his work
18 min. tape. Very appropriate.
Understanding of the contributions of the fireman to community safety is developed through guided worksheet activity in which the learner identifies commonly distinguished elements of the fireman's uniform, equipment, tools and services. Awareness of fire dangers and the need for fire safety is created. b.

Let's meet the doctor
14 min. tape. Very appropriate.
Introduces the doctor and his work through guided worksheet identification by the learner of some of the common procedures and equipment a physician uses in a physical examination. Family doctors and specialists are differentiated and their image as a friend to the child is stressed. b.

Let's meet the nurse
10 min. tape. Very appropriate.
Through reference to worksheet illustrations, the learner visits a hospital nurse, a dental nurse, a physician's nurse, a school nurse and a visiting nurse, and is oriented to the duties of each in the community. b.

Let's meet the teacher
13 min. tape. Very appropriate.
Acquaints the learner with the background and training of the typical elementary classroom teacher and gives them an understanding of the teacher's "homework" in planning the daily lessons and classroom activities of the learner. b.

The mailman and his work
16 min. tape. Very appropriate.
Orients the learner to the essentials of U.S. mail service and the jobs of the mailman and some of his co-workers. Worksheet pictures and response items involve the learner in identifying mail boxes, transportation equipment, stamps and other components of mail service observed in daily life. b.

My father works
14 min. tape. Very appropriate.
Builds awareness that many different kinds of work are necessary to keep the world we live in functioning. The learner identifies worksheet illustrations of a variety of jobs involving different levels of skill and is guided to recognize that all work is worthwhile. b.

The policeman and his work
23 min. tape. Very appropriate.
Introduces the learner in simple terms to the role of the police officer in the community. In worksheet illustrations the learner identifies the officer's uniform, badge and some of the common equipment used in police work. The image of the police officer as a friend is developed. b.

Guidance Associates
Pleasantville, N.Y. 10570

First things: sound filmstrip for primary years (kit)
Primary. Not evaluated.

Introduces primary grade children to basic concepts of their social and physical environments. The fundamental objective of the series is to help each child grow in understanding of himself and other persons as individuals and as members of groups within the society. More explicitly, this filmstrip series aims to help each child develop: acceptance of and respect for himself; understanding of the differences among individuals within a given group; understanding of how an individual's feelings and actions are influenced by the group to which he belongs; identification with individuals in other groups, on the basis of shared feelings and desires; recognition of various interactions that occur between individuals and/or groups; awareness of how individual's expectations of each other influence their interactions; awareness of the various affects interactions have on each individual involved; realization of the alternative possibilities for interactions with others. Each kit contains a filmstrip, record and study guide. The kits are divided into the following categories: Who do you think you are; Guess who's in a group; What happens between people?; You got mad: are you glad?; What do you expect of others?; Listen there are sounds; Look about you; People we know; Places to go. c.

Vocational guidance library
Grades 7-9. Not evaluated.
A set of 40 cassette tapes: Your future - in or as an - various occupations. b.

Vocational interviews
$270.00 - set of 40; $7.50 each. Grades 7-9. Not evaluated.
A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc. b.

Harcourt, Brace and World, Inc.
757 Third Avenue, New York, N.Y. 10017

Ohio vocational interest survey (OVIS)
Grades 7-9. Not evaluated.

Based on 24 interest scales. Profile chart is compared with answers on student questionnaire completed prior to survey, concerning occupational plans, etc. b.

Imperial International Learning
247 W. Court Street, Kankakee, Il. 60901

Careers at sea
Grades 7-9. Not evaluated.
Four tapes or cassettes on-the-job interviews which give an insight into the major requirements for a career at sea. b.

Occupational interview casettes
Carlton Films. Grades 7-9. Not evaluated.
A series of 50 on-the-job interviews provides students with insights into the work-a-day world from which people who actually do the work. b.

Pre-recorded tapes for vocational guidance
Set of 50 - $249.50; each - $5.50. Grades 7-9. Not evaluated.
A series of 50 on-the-job interviews cover working conditions, occupational demands, fringe benefits, earnings, retirement, job qualifications, etc. b.

Me, myself and I filmstrip kit
Grades 4-6. Not evaluated.
This kit expands the maturity concept and points out developing socially acceptable behavior.
The kit contains filmstrips and records and are divided into the following segments: How can I improve myself; Where do we go from here; What about other people; Who am I; Why do my feelings change; What can I do about. c.

McGraw-Hill-Whittlesey House
330 West 42nd Street, New York, N.Y. 10036

Career interviews (series)
Grades 7-9. Not evaluated.
40 taped career interviews. b.

A man's work
Grades 7-9. Not evaluated.
Consists of 100 on-the-job interviews (on records) with men talking about their jobs. b.

Tests: adjustment, aptitude, attitude and interest
Grades 7-9. Not evaluated.
Aptitude, attitude and interest "tests" assist students in self evaluation in relation to the world of work. b.

Merchandiser Film Productions
419 Park Avenue South, New York, N.Y. 10016

Opportunities in retailing span the centuries
Grades 7-9. Not evaluated.
An 11 minute tape presenting the challenges and benefits of a career in retailing. b.

NEWIST
787 Lombardi Avenue, Green Bay, Wis. 54305

Learning equals earning
T.V. guidance series. Grades 7-9. Not evaluated.
First seven programs on self-understanding are followed by two on school guidance services and twenty video-taped field trips into business and industry. b.

Occupational Awareness
P. O. Box 5098, Los Angeles, Calif. 90055

Occupational Awareness mini-briefs.
Not evaluated.
Subject oriented occupational information in outline form organized into 45 subject packets including special education. Packet includes teacher's guide, 30 student worksheets, 30 student summary sheets and occupational outlines. Prices range from $7.25 to $64.40.

F.A. Owen Publishing Company
Instructor Publications Inc., Instructor Park, Dansville, N.Y. 14437

Occupational charts
Grades 4-6. Not evaluated.
Children may review the education needed and the course of study to pursue to enter a particular occupation. b.

Palmer Productions
25 West 45 Street, New York, N.Y. 10036

Career development service
1970. Grades 7-9. Not evaluated.
Includes check lists, inventories, etc. b.

The Psychological Corporation, subsidiary of Harcourt Brace Jonanovich
304 East 45 Street, New York, N.Y. 10017

Differential aptitude tests
Not evaluated.
Measures verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, spelling and sentences and relates aptitudes to occupations. b.

Radio House

Magic with manners
Not evaluated.
This series is designed to help boys and girls cope successfully with problems which they meet as they begin to grow up (emphasis on common sense attitude of consideration for others). b.

ROA's Films
1696 N. Astor St., Milwaukee, Wis. 53202

True book community helpers (Set)
$6.00 each, set of six. Not evaluated.
Adopted from the famous "True Books" for use with any social studies text. Captioned art work tells the story of people we rely on every day in terms the primary pupil can relate to his experience. Develops an understanding and appreciation of the people of the community. b.

Community helpers
$8.00 a set. Very appropriate.
Each set of 8 colored picture story study prints depicting specific jobs and various duties associated with it. Complete lesson on reverse side: Police dept. helpers; Fire dept. helpers; Postal helpers; Dairy helpers; Supermarket helpers; and Hospital helpers.

Science Research Associates
259 East Erie Street, Chicago, Il. 60611

Charting your job future by Lambert L. Gilles.
$1.95. Grades 7-9. Not evaluated.
Provides self-administered inventories to help students assess their interests, abilities, and personalities and relate them to careers. b.

Focus on self-development (kit)
Primary. Very appropriate.
A developmental program designed for use in the classroom by teachers. Its overall objectives are to lead the child toward an understanding of self, understanding of others and an understanding of the environment and its effects. The kit includes a guide, five-full color filmstrips with accompanying records, four story records, twenty photocards (one photo per side) and one copy of the pupil activity book *Here I Am.* c.

Kuder Form E. general interest inventory
Grades 6-12. Very appropriate.
Measures individual preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Directs students' attention to vocational areas in keeping with their interests. b.

Job experience kits
Grades 7-9. Not evaluated.
Kits are a collection of work-stimulation experiences in 20 representative occupations designed to give students opportunities to solve problems typical to the occupation. b.

Our working world
Very appropriate.
Our working world focuses on the family in the first grade. In step with the child's growing world, the program expands to the neighborhood in the second grade and to the entire metropolitan community in the third. A complete set of materials for each grade includes one Record Set, one textbook, one activity per student and one Teachers Resource Unit. b.

Pupil record of educational programs
Grade 6 and above. Not evaluated.
Test contributes an index of a student's achievement level, intelligence and educational goals. b.

What could I be? (kit)
Not evaluated.

What I like to do
$8.57 (pack of 25). Grades 4-7. Not evaluated.
Easy-to-use interest inventory. Identifies preferences in art, music, social studies, active play, quiet play, manual arts, home arts and science. b.

Widening occupational roles kit (Work)
1968. $211.35. Grades 7-9. Not evaluated.
Kit includes 400 junior occupational briefs (jobs), 5 junior guidance booklets, 35 student workbooks, teachers manual, and 5 color filmstrips. Kit helps students expand their knowledge of the world of work, job families, self understanding, and educational requirements for various occupations. b.

Your future in meteorology (Occupational kit) by Berry
1965. Grades 4-6. Not evaluated.

Sextant Systems, Inc.
Milwaukee, Wis. 53210

Beginning sextant series
4th grade and younger. Very appropriate.
Attractive colored illustrations depict children in appropriate attire performing adult work roles. b.

Come to work with us book kit.
Grades K-3. Very appropriate.
The Beginning Sextant Series "Come To Work With Us" is designed to meet the need for career development materials

and provide for the expanding interests and experiences of young children. The books give the child a tool with which to explore, investigate and learn about different fields of employment. He is given the opportunity to select a particular field or specific job that interests him. At this age level the selection may change from day to day and may be based on the equipment used, the clothes worn, or what his parents do, but whatever the reason for his choice, the child is given a specific goal to strive for, as well as a meaning for his life and learning. Each kit contains a filmstrip, record and guide and the kits are divided into the following categories: Television station; Hospital; Home construction; Airport; Aerospace industry; Toy factory; Department store; Hotel; Dairy; Telephone company; School; and Newspaper. [c]

Sextant series
Grades 7-9. Not evaluated.
A guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profiling forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide. [b]

Society for Visual Education, Inc.
1345 Diversey Parkway, Chicago, Il. 60614

Community helpers
1971. $8.00 each set of 8 pictures. Grade K-4. Very appropriate.
Policeman, Fireman, Postal workers, Dairy helpers, Hospital helpers, Supermarket helpers. [b]

Study Prints
Not evaluated.
8 on School, friends and helpers; 4 on A Family at work and play; and 8 on Neighborhood friends and helpers. [b]

Success Motivation Institute

Life in the teens
$599.00 - complete series. Grades 7-9. Very appropriate.
Ten cassette taped lessons for teenagers include aids in self-understanding, motivation for success in school, and selecting and planning your career. [b]

Troll Associates
East 64 Midland Avenue, Paramus, N.J. 07652

People who help our community
Set, $24.95. each,$2.50. Not evaluated.
Ten color transparencies show children how important workers, such as policemen and doctors, all contribute to make the community a safe, clean and pleasant place to live.

U.S. Department of Labor, Bureau of Labor Statistics
341 Ninth Avenue, New York, N.Y. 20001

Looking ahead to a career
$10.00 a set. Not evaluated.
Set of 36 color slides that show the changing occupational and industrial mix and what this implies for manpower development, education, and training.

Valient I.M.C.
237 Washington Avenue, Hackensack, N.J. 07602

Exploring the world of work
Grades 7-9. Not evaluated.
This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record. [b]

How to find a job kit.
Grades 6-12. Not evaluated.
The kit is designed to provide the student with firsthand knowledge and application of the hows and whys of job applications, W-2 forms, as well as federal withholding forms. The kit contains transparencies and ditto masters so as to insure maximum use in the classroom. [c]

On-the-job interview series
Grades 7-9. Not evaluated.
50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes. [b]

Planning beyond high school
Grade 7-9. Not evaluated.
This series of six records, tapes or cassettes helps the student investigate the broad range of alternatives open to him after he graduates from high school. [b]

Wisconsin Department of Public Instruction
126 Langdon Street, Madison, Wis. 53702

Wisconsin Instant Information System for Students and Counselors (WISC)
A deck of aperture cards containing information on Wisconsin occupations and training schools in microfiche form for use with readers or reader/printers. [b]

FOOTNOTES

[a] **Bureau for Audio Visual Instruction Catalog** 1971, University of Wisconsin

[b] **K-12 Guide for the integration of career development into local curriculum,** Wisconsin Department of Public Instruction December 1971

[c] **Vocational guidance on wheels,** Wisconsin Mobile Guidance Career Project, June 1971

[d] **Jipson, Frederick J. Index of special education media,** 1970

[e] Publisher's literature

Feedback Collection

The following partial listing of tests and evaluations comes from the Project Feedback and is cross-referenced under employability, self-evaluation, self-help, independence and self-concept. Project Feedback was funded under Title VI-B EHA, to develop a viable model and procedures for providing information to state, local and in-classroom special education professionals regarding the effectiveness of their instructional services. One aspect of Project Feedback consists of a collection of tests and measures which can be used to index instructional and administrative objectives.

At present the collection contains over 300 entries consisting of standardized and unstandardized tests, behavior rating scales and summary evaluation sheets. A computerized indexing system by key words and authors provides access to the individual entries in the collection. The collection is housed in the Department of Public Instruction Instructional Professional Library, 126 Langdon Street, Madison, Wisconsin. Inqueries should be addressed to Project Feedback at above address. The Division for Handicapped Children does not recommend any one test over another.

000025 Self-concept test.
Purpose to test student's feeling about himself in three general areas: self-esteem, environment—mastery, academic ability. Age 5-12. Grade kindergarten - 6.

000046 Tennessee self-concept scale.
Purpose to evaluate physical self, moral-ethical self, personal self, family self, social self, and self criticism. Age 12-adult. Grade 6-adult.

000069 Picture interest inventory.
Purpose to help identify occupational preferences by non-verbal (pictorial) means in order to assist students with future educational and vocational plans. Grade 7-adult college.

000088 Vineland social maturity scale
Purpose to sample various aspects of social behavior in order to have a measure of how mature or independent a person is. Age 0-adult. Grade preschool-college and adult.

000155 Fundamental achievement series
Purpose to measure the verbal and numerical capabilities of people who may have had limited educational opportunities, to serve as an employment test for the disadvantaged. Grade 6-12 Adult MR and culturally disadvantaged.

000167 Student ability inventory.
Purpose to measure a child's attitude toward various aspects of school life and his self-concept. Age 4-8. Grade preschool - 4.

000172 Y.E.M.R. Performance profile for the young moderately and mildly retarded.
Purpose to identify the performance level of a pupil in daily living skills found in the curriculum. Age 0-13. Grade preschool - 8.

000174 Student opinionare.
Purpose to provide a student with a self-evaluation instrument concerning his personality and his role as a student. Age 14-19. Grade 9-12.

000179 Work adjustment evaluation.
Purpose to evaluate the work adjustment of an employee in six areas: response to supervisor; response to co-workers; emotional; attitude toward work; production; attendance. Adult.

000180 Employment information form.
Purpose to find information about an individual's employment situation and his attitudes and behavior toward it. Also there is a section applicable to a person who is unemployed which asks why he is not working, if he is looking for work and what his future plans are. Adult.

000181 WEC Follow-up form.
Purpose to find out information about a retarded student's employment situation and his attitudes and behavior toward employment. Also there is a section applicable to students who are unemployed which asks why they are not working, if they are looking for work, what their future plans are. Grade 9-12 and adult MR.

000182 Work experience form, parent interview form.
Purpose to find through parent interview, information relevant to a child's employability. Included are his developmental history, his relationship to family and friends and his work habits, attitudes and experiences. Also included are parent rating sheet and test observation of parent. Grade 9-12 MR.

000183 Employability ratings
Purpose to find out personality characteristics relevant to a child's employability. Age 14-19 MR. Grades 9-12.

000224 Student self-evaluation.
Purpose to find out a student's attitudes about school, his concept of himself as a student, and his concept of how his parents and teachers see him. Age 6-19. Grade 1-12.

000230 Student attitude scale.
Purpose to find out a student's attitude toward school and toward himself as a student. Age 14-19. Grades 9-12.

000256 Questionnaire.
Purpose to determine a youth's basic attitudes toward himself and the world. The instrument was originally used in a study of delinquents. Age 11-19. Grade 6-12.

000262 Omnibus inventory-form B.
Purpose to find out how children think about themselves, other people and school. Age 5-14. Grade kindergarten - 8.

000274 About me.
Purpose to appraise five areas of self-concept in school children. The areas are the generalized self, the self in relation to others, the self as achieving, the self in school, and the physical self. Age 10-13. Grade 5-7.

000275 About me.
Purpose to find out about a student's interests, how he spends his time and how he sees himself. To provide background information for individualized help for students. Age 5-12. Grade kindergarten - 6.

000276 These tell about me questionnaire.
Purpose to find out a child's school interests and attitudes about subject matter, discipline and recreation, to provide background information for individualized help for a student. Age 5-12. Grade 1-6.

000284 Self-esteem inventory.
Purpose to measure a person's self-esteem based on four major variables: general self; social self-peers; home-parents; school-academic. Grade 4-12. Age 9-adult.

000285 Identity development rating scale.
Purpose to provide an instrument for rating a person's identity development. Age 12-adult. Grades 7-12 adult.

000288 Attitudes toward school (faces scale).
Purpose to find out a pupil's attitude about himself, other people, and school. Age 6-9. Grade 1-3.

000289 The self-concept as a learner scale.
Purpose to assess four factors associated with self-image as a learner: motivation; task orientation; problem solving ability; class membership. Elementary and secondary.

000292 The way it looks to me.
Purpose to find out about a boy's self-concept. Age 11-15. Grade 6-9.

000294 How I see myself - a rating-scale for students.
Purpose to determine how a student sees himself. Age 8-12. Grade 3-6.

000297 Self-concept instrument - a learner scale.
Purpose to determine an elementary school child's self-concept as a student. Age 6-9. Grade 1-3.

000302 Emporia industrial arts test.
Purpose to provide an instrument for measuring knowledge of essential facts and principles taught in a beginning industrial arts course. Age 14-19. Grade 9-12.

000303 Middleton industrial arts test.
Purpose to provide an objective examination covering the basic facts, principles and knowledge of a comprehensive course in industrial arts. Age 14-19. Grades 9-12.

Other tests of interest are:

California Test Bureau
Del Monte Research Park, Monterey, Calif.

Occupational interest inventory, 1956 revision.
10 scores in fields of interests, types of interests, and levels of interests. Intermediate: 7-12 and college and adults. Advanced: 9-12 and college and adults.

Consulting Psychologists Press
270 Town and Country Village, Palo Alto, Calif.

Vocational interest blank for men, Revised; vocational interest blank for women, Revised.

Men's blank: 56 occupational interest scores, plus 4 others. Women's blank: 30 occupational interest scores, plus 1 other. Grade 12, college, and adults.

Science Research Associates
259 East Erie St., Chicago, 11, Ill.

Kuder preference record, vocational, form C
10 scores for broad areas of interest, e.g., scientific, literary. Grades 9-12 and college and adults.

Kuder preference record, occupational, form D
38 scores for specific occupations, e.g., forester, druggist. Grades 9-12 and college and adults.

Educational Testing Service
Princeton, N.J. 08540

Handbook of performance testing - a practical guide for test makers by Joseph L. Boyd, Jr. and Benjamin Shimberg. January 1971.

2000-167-3L20123

Following is an opinion postcard for your evaluation of the usefulness of this curriculum. After you have had the opportunity to look over this publication please write your comments on this postcard and return it to the Division for Handicapped Children, Department of Public Instruction.

Kenosha Resource Guide - Learning to Earn a Living

My opinion of the Guide is based on -

reading the guide ☐ **trial of a complete unit** ☐ **trial of a portion of a unit** ☐

Name _____

Title _____

School _____

will adopt _____

Comments _____